Shine On! Tests Introduction

The *Shine On!* tests track students' achievement throughout the school year, testing their knowledge of the core syllabus through a variety of activities including listening and speaking. The tests follow the *Shine On!* controlled reading and writing progression, ensuring students are always being assessed within their expected capacity and that the level of challenge progresses appropriately through the year.

Contents of the Tests

Shine On! offers the following tests:

- Unit tests 1–8: There are eight unit tests which cover the core vocabulary and grammar from each unit through graded exercises.
- Speaking tests: Every two units there is a one-to-one speaking test which assesses students' ability to produce the core vocabulary and/or grammar from the preceding two units.
- End-of-year tests: Comprehensive tests which cover the full year's syllabus. These are longer tests and reflect the knowledge and skills that the students have acquired through the year.

Each test offers a maximum of 10 points. The end-of-year tests are marked out of 20 points.

Differentiated for Mixed Ability

The *Shine On!* tests are differentiated for mixed ability classes, offering *On-level* (Yellow) and *Below-level* (Blue) versions of each test.

Differentiated tests ensure that all students are assessed in a way that should motivate and bring a sense of achievement. The tests focus on accuracy and an introduction to formal assessment, but students should be encouraged to see testing as a positive element of learning, helping them to identify both strengths and areas of their progress that may need a bit more effort. The *Below-level* (Blue) tests allow students who are nearly at the required level, but need extra support, to take a test alongside their peers and to map their personal progress. Differentiating in this way allows all students to focus on their own learning, making testing a positive, motivational tool.

It is up to you to decide which students take which level of tests. Please see the section on scoring below for further guidance about attainment levels. You can also make a judgment about when a transition may be desirable from one level to the other, based on performance but also on the confidence and engagement of individual students.

The listening tests can be administered simultaneously, as both versions of the test use the same recording, but the activities that students are expected to complete are tailored to two different levels of linguistic aptitude.

The speaking tests are also differentiated, with clear procedural notes for prompting students to speak, and marking their spoken performance.

Administering the Tests

The tests can be administered at the end of each unit, when students have completed the review page and practice pages. Tell your students that there will be a test in the next lesson, and encourage them to revise the unit material for homework, but remember to emphasize learning goals, and encourage students to find a way of studying that is fun and works for them. In the lessons before the main test you can use songs, flashcard games, and review activities to emphasize the idea that review can be fun.

Allow 40 minutes for the unit tests. If you have a longer lesson, you may wish to start with a song or a structured review activity before having students take the test. It is important that the classroom atmosphere is relaxed and supportive.

Make sure that students have all the necessary materials to complete the test: pens, pencils, and colored pencils or crayons.

Read through the tasks with the students and ensure that they understand what is required. Point out the scoring and make sure that students understand how the points are allocated.

Listening

In both levels of tests, listening activities use the same recording, and can be administered at the same time.

Make sure all students have read the instructions and looked carefully at any artwork before listening. The instructions are not recorded.

At the beginning of each activity, tell students to put their pens down, and just listen, focusing on what they have to do. Play the recording through once.

Tell the students how many times they are going to hear the recording. Depending on the group, you may wish to play it two or three times, for all students to complete the activity. Make sure students know what to expect, and let them know when you are playing it for the last time. Give students a moment to check their answers before moving on to the next activity.

Speaking

The speaking tests are one-to-one activities that give students an opportunity to produce the language they have learned within a supported framework, and allow you to focus on individual students and evaluate their speaking skills in a controlled activity. The activities are graded to the students' level and capacity, and should allow students to showcase the language they have acquired.

As the tests are one-to-one, you may wish to carry them out during a project lesson or when the other students are completing review or practice activities. Ensure that the classroom is quiet enough to allow students to focus, but try to establish a relaxed atmosphere, in which students can speak without the pressure of a performance.

Each differentiated test is accompanied by procedural notes to help you guide students through the activities.

Testing and Assessment

Scoring

9–10 points	Excellent
7–8 points	Very good
5–6 points	Satisfactory
0–4	Student needs extra help

For students taking the Yellow tests who consistently achieve in the 0–4 points range, a transition to Blue tests may be desirable. For students taking the Blue tests who consistently achieve in the 9–10 points range, a transition to Yellow tests may be desirable. However, in both cases, when considering a transition, it is advisable to think about the student's overall performance and attitude in class and consider whether the change is the best option. Some students may benefit from the confidence boost of higher scores, and can be moved up later, when their confidence is solid. Poorly performing students may benefit from help with review and advice about self-study techniques. Consider setting up a study-buddy system, which pairs students of different ability to allow peer assistance.

Assessment

Assessment helps you:

- to determine students' strengths and weaknesses.
- to determine what the class have learned and what needs more attention.
- to monitor and follow the progress of individuals.
- to monitor the effectiveness of your instruction.
- to give feedback to students, parents, and other teachers.

The *Shine On!* tests focus on accuracy and the more formal side of assessment, but there are plenty of opportunities within the course to work on fun, fluency, and confidence-building. Integrating the tests into this motivating and engaging framework should provide students with a solid foundation for study and self-evaluation as they continue to learn English in the years ahead.

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On-level (Yellow) tests: answer key and notes

Unit 1

1 Listen, find and color.

Answers blue balloon, yellow cake, red robot, purple present, green car

2 Listen and circle. Write the numbers.

Answers **1** clowns – 7, **2** candles – 8, **3** basketball – 1, **4** cards – 5, **5** puzzle – 1

Unit 2

1 Listen, read, and number.

Answers **1** snowy, **2** stormy, **3** sunny, **4** rainy, **5** windy, **6** cloudy

2 Listen and make a ✓.

Answers **1** A, **2** B, **3** A, **4** A

Units 1–2

Speaking

1 Find, count, and say.

- Allow students time to look at the picture, and find all the items. Tell them they can count and write the number in the boxes, to help them when they begin to speak. Point to the speech bubbles and tell students that they need to make sentences about the picture using *There is* and *There are*. If students are hesitant, prompt them by pointing to the first item and asking, *What's this*? Award half a point for the correct vocabulary item, and a full point if they use it in the correct structure with *There is/are*.

Answers *There are three clowns. There is a cake. There are eight candles. There are nine balloons. There are two robots. There are seven presents.*

2 Point and say.

- Point to each picture in turn, asking the question, *What's the weather like?* for students to respond, e.g., *It's snowy and cold.* Award half a point for each appropriate weather word in any order.

Answers **1** *It's snowy and cold.*
2 *It's windy and wet.*
3 *It's sunny and hot.*
4 *It's stormy and rainy.*

Unit 3

1 Listen, find, and color.

Answers yellow skirt, green T-shirt, orange boots, blue sweater, red hat

2 Listen and number. Read and circle.

Answers **1** shoes **2** sweater **3** jacket **4** socks **5** hat

Unit 4

1 Listen, find, and color. Write.

Answers green sofa, blue bed, brown table, yellow bathtub

2 Listen and read. Match.

Answers **1** Mom – dining room, **2** Dad – kitchen, **3** Grandma – bathroom, **4** Grandpa – bedroom, **5** dog – yard, **6** cat –living room

Units 3–4

Speaking

1 Look and say.

- Allow students time to look at the pictures, and find the two items of clothing in each picture. Point out the speech bubbles and the artwork and tell students that they need to make sentences about the picture using *Put on ... Take off ...* If students are hesitant, prompt them by pointing to the first picture and saying, *Look. It's rainy.* Award half a point for the correct vocabulary item, and a full point if they use it in the logical imperative sentence.

Answers **1** *Take off your shoes. Put on your boots.* **2** *Take off your pants. Put on your shorts.* **3** *Take off your shorts. Put on your skirt.* **4** *Take off your T-shirt. Put on your jacket.*

2 Look and answer.

- Allow students time to look at the picture. Encourage them to draw lines from the target people/things to the artwork to help them when they are speaking. When the student is ready, start the activity. Ask, e.g., *Where's Dad?* to elicit the complete answer, *He's in the bedroom*. Award half a point for the correct room/location and a full point for its use in the complete, correct sentence using the appropriate pronoun.

Answers (*Where's Dad?*) *He's in the bedroom.* (*Where's the table?*) *It's in the dining room.* (*Where's the bathtub?*) *It's in the bathroom.* (*Where's Grandma?*) *She's in the kitchen.* (*Where's Mom?*) *She's in the garden.* (*Where's the sofa?*) *It's in the living room.*

Unit 5

1 Listen and number. Match.

Answers **1** sing, **2** run, **3** swim, **4** cook, **5** climb, **6** jump

2 Listen and make a ✓ or an ✗.

Answers fly ✗, dance ✓, catch ✓, dive ✗

Unit 6

1 Listen and circle *Yes* or *No*.

Answers **1** frog (Yes), chicken (Yes), **2** frog (Yes), chicken (Yes), **3** frog (Yes), chicken (Yes), **4** frog (No), chicken (Yes)

2 Look and write.

Answers **1** horse, **2** duck, **3** cow, **4** goat, **5** frog, **6** bat

Units 5–6

Speaking

1 Look and make a ✓ or an ✗. Say.

- Allow students time to look at the pictures, and check or make an X according to their own abilities. Then they point to each picture and make a sentence using *I can/I can't*. Accept any reasonable sentence (i.e., it's OK for a student to say they can't run or dance, because they may not feel that they do it very well, but it's not OK to say *I can fly*). Award half a point for each correct sentence.

Answers Students' own answers.

2 Look and say the animals. Ask questions with *can*.

- Allow students time to look at the pictures. Elicit the animal words. Tell students they must ask about what the animals can do. They ask about the animals. Award half a point for each correct animal word, and a full point if they use it in a correctly formed question.

Answers *Can a frog swim? Can a chicken fly? Can a squirrel climb? Can a duck dive? Can a cow run?*

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Unit 7

1 Read and match.

Answers **1** D, **2** A, **3** E, **4** F, **5** B, **6** C

2 Listen and number. Read and write.

Answers **1** ice cream, **2** pasta, **3** cheese, **4** chicken

Unit 8

1 Read and match. Color.

Answers **1** (red skateboard), **2** (yellow jump rope), **3** (blue trampoline), **4** (purple hula hoop)

2 Count and match.

Answers eleven cakes, twenty chickens, sixteen socks, eighteen balloons, twelve T-shirts, fifteen horses

Units 7–8

Speaking

1 Look and draw ☺ or ☹. Say.

- Allow students time to look at the pictures, and complete the faces according to their own likes and dislikes. Then they point to each picture and make a sentence using *I like/I don't like*. Accept any reasonable sentence. Award half a point for each correct sentence.

Answers Students' own answers

2 Count, match, and say.

- Allow students time to count the pictures and match them to the numbers. Establish that students must make sentences with *I have/I don't have* about the items, e.g., *I don't have 17 hula hoops.* Point to the checks and Xs and make sure students understand that a check means they must make a positive sentence, and an X means they must make a negative sentence. Award a full point for each correct sentence.

Answers *I don't have 17 hula hoops. I have 19 jump ropes. I don't have 16 skateboards. I have 13 trampolines. I don't have 11 socks.*

End-of-year test

Speaking

1 Find five animals. Look and say.

- Give students time to look at the picture and find the five animals. Prompt students by pointing to the sheep and asking, *What is it?* (*A sheep!*) *Where's the sheep?* (*It's in the yard.*) Award half a point for vocabulary and half a point for correct location. Award a full point for the correct animal in the correct location. Accept furniture instead of rooms, if used appropriately.

Answers *Look! A horse. It's in the kitchen. / Look! A chicken. It's in the living room/on the sofa. / Look! A pig. It's in the bathroom/ in the bathtub. / Look! A goat. It's in the bedroom. / Look! A duck. It's in the dining room. It's on the table.*

2 Count and say.

- Give students time to look at the picture and count the items. Prompt students with a question if necessary, e.g., *What's this?* (*A balloon.*) *How many balloons* (*are there*)*?* (*There are 11 balloons.*) Award half a point for vocabulary and half a point for correct structure.

Answers *There is a/1 clown. There are 8 balloons. There are 15 skateboards. There are 12 presents. There are 7 hula hoops.*

3 Find ten toys and clothes. Color and say.

- Prepare a colored-in version of the activity of your own in advance of the test. Give students time to look at the picture. Students can be encouraged to write a little number on each target item, to guide them when they start speaking. Tell students to color the picture as they wish. Then look at it together. Prompt students with statements about your picture, deliberately choosing colors that are different, e.g., *I have a green robot.* Students point to each item and say, e.g., *I don't have a green robot. I have a red robot.* Award half a point for correct vocabulary and correct structures.

Answers Students' own choice of colors. They make sentences about each item: *I don't have a (green robot). I have a (red robot).* skateboard, hula hoop, jump rope, trampoline, boots, hat, sweater, robot, car, basketball.

4 Make a ✓ or an X. Talk about you.

- Look at the speech bubbles and the tables and make sure students know how to fill them in. Give students time to fill in both tables, then talk about them. Students point to each picture and make a personalized sentence according to what they have filled in, e.g., *I can/ can't swim. I like/don't like salad.* Award half a point for correct vocabulary and structure. (If a student has made an X, but says a positive sentence, point it out and query it with them by asking, *Really?* to allow them to correct themselves.)

Answers Students' own answers.

End-of-year test

Listening

1 Listen and number. Listen and match.

Answers **1** C snowy, Put on your jacket.
2 D windy, Take off your hat.
3 A sunny, Put on your shorts.
4 E cloudy, Take off your sweater.
5 B rainy, Put on your boots.

2 Listen and number.

Answers **1** B, **2** C, **3** D, **4** E, **5** A

3 Listen, read, and circle.

Answers **1** No, it can't. **2** Yes, it can.
3 No, it can't. **4** Yes, it can.

4 Listen and match. Write.

Answers **1** The *sofa* is in the living room.
2 The *bathtub* is in the bathroom.
3 The *table* is in the yard.
4 The *bed* is in the bedroom.
5 The *cat* is in the dining room.
6 The *robot* is in the kitchen.

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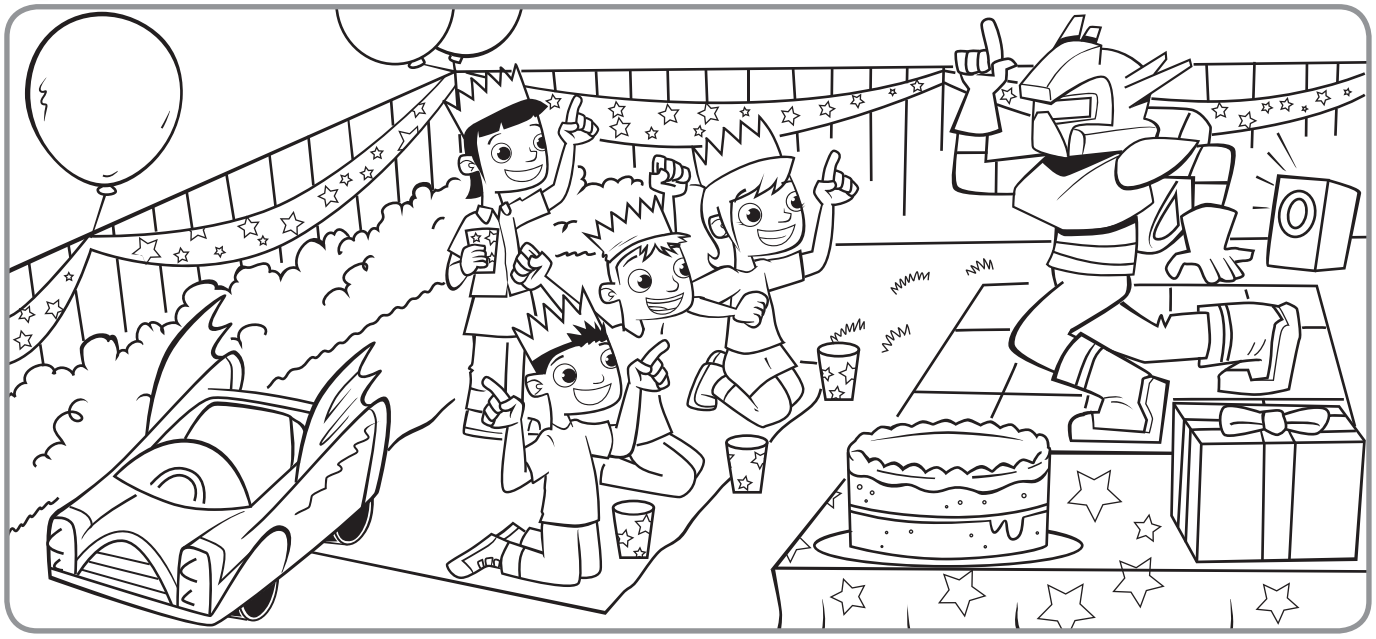
Yellow

1 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen, find, and color. 2.43



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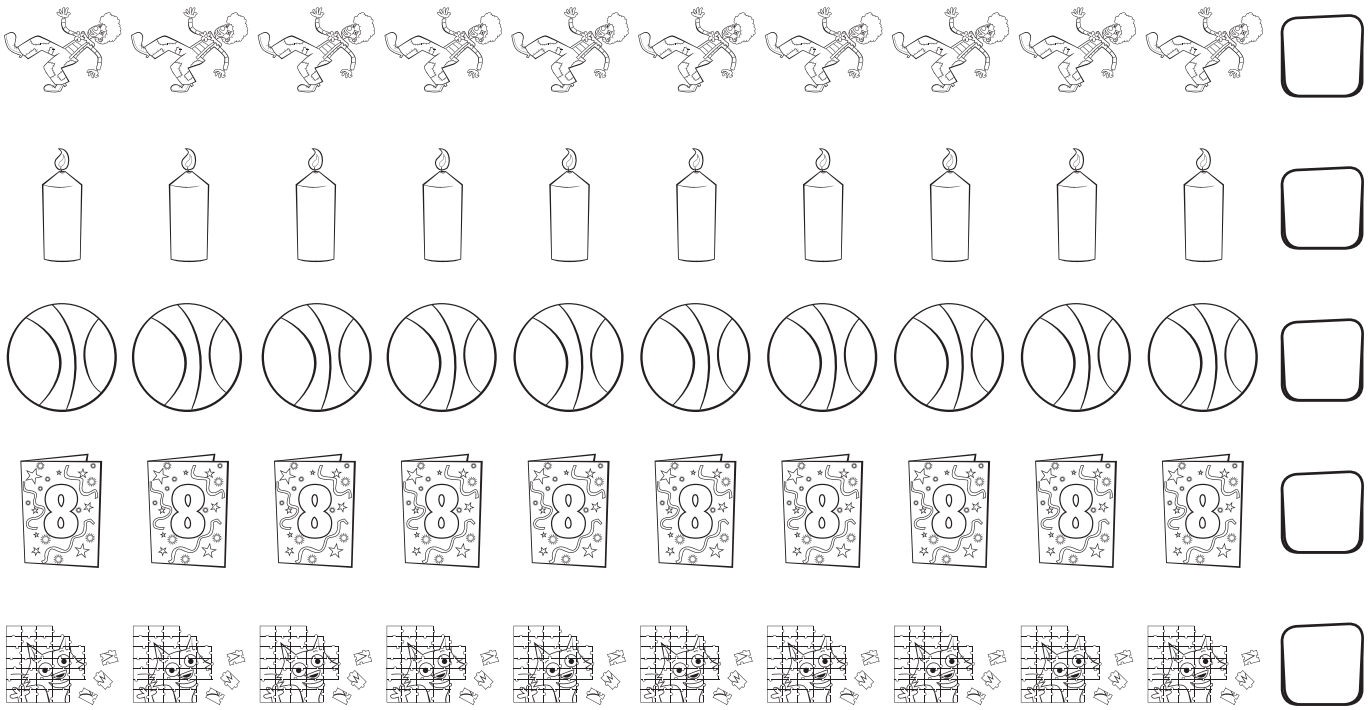
2 Listen and circle. Write the numbers. 2.44



____ / 5

TOTAL ____ / 10

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Yellow

2 TEST

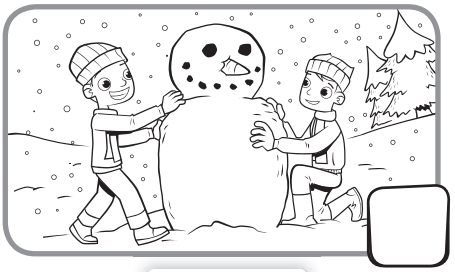
DATE: _____ CLASS: _____

NAME: _____

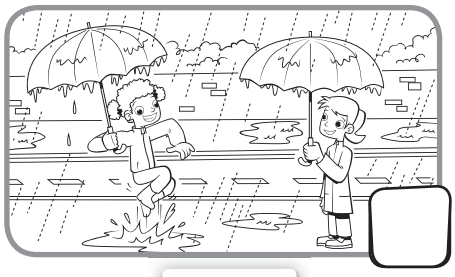
1 Listen, read, and number. 2.45

sunny

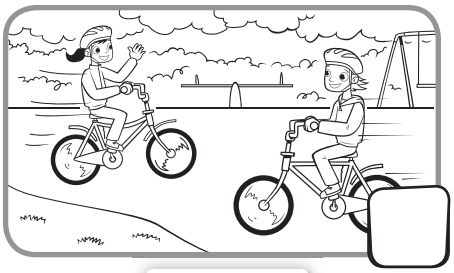
windy



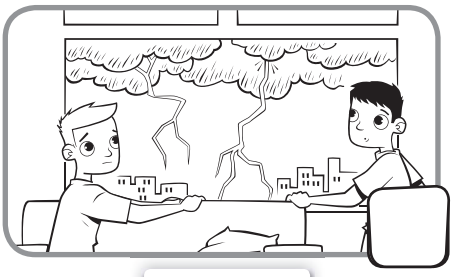
snowy



rainy



cloudy

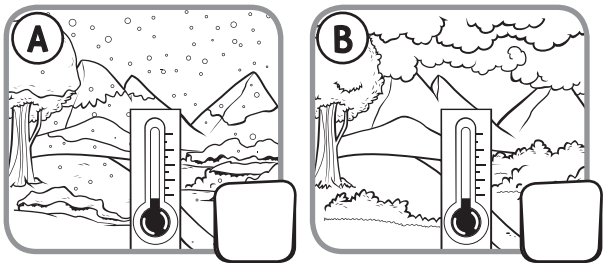


stormy

____ / 6

2 Listen and make a ✓. 2.46

1



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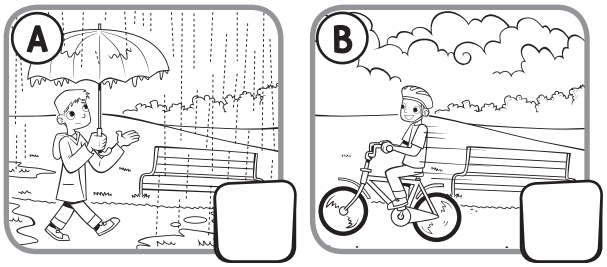

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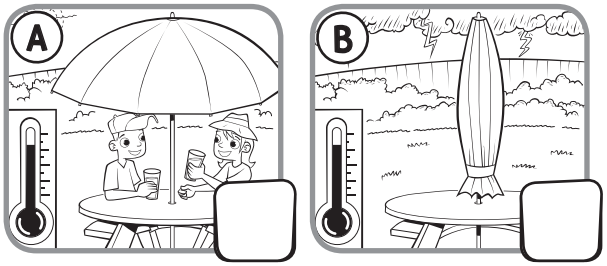

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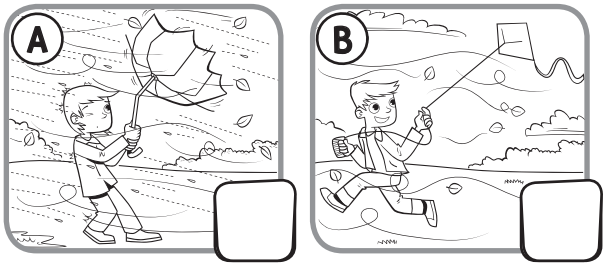

____ / 4

TOTAL ____ **/ 10**

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Yellow

1–2 SPEAKING TEST

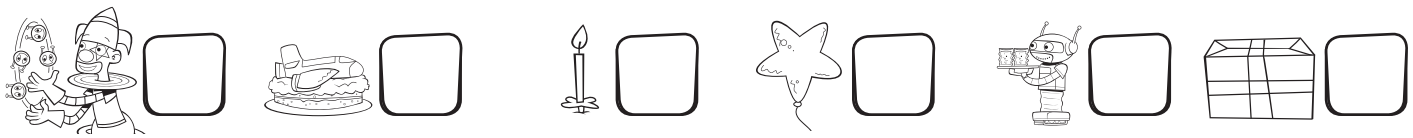
DATE: _____ CLASS:

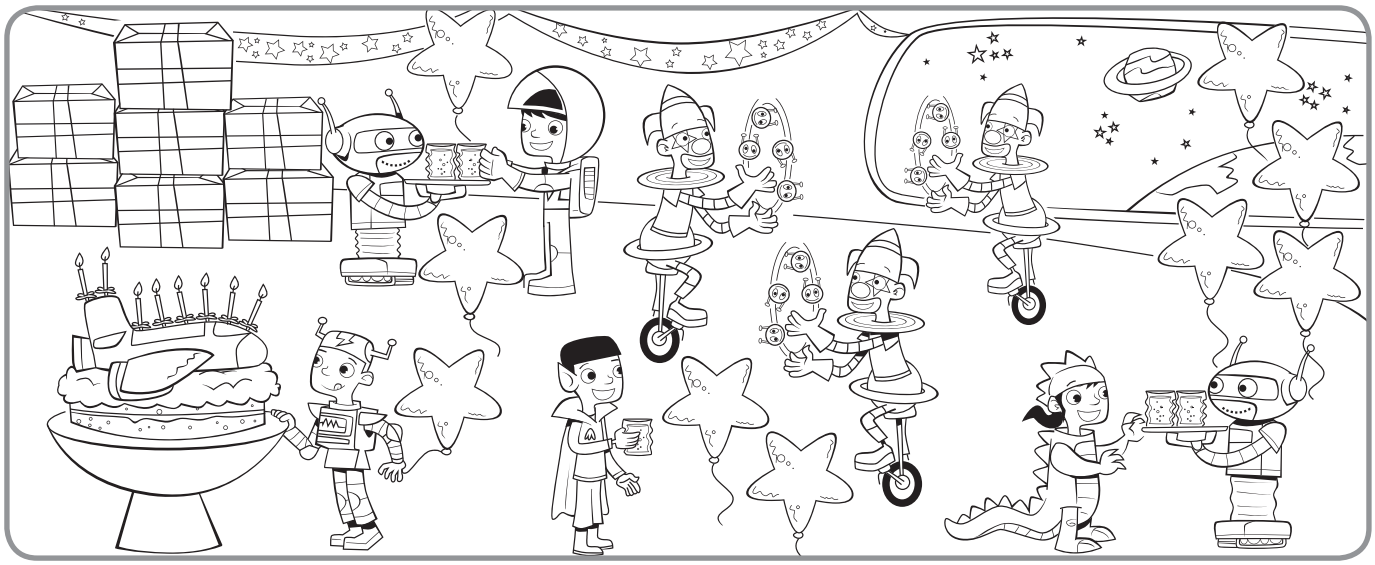
NAME: _____

1 Find, count, and say.

There is ...

There are ...



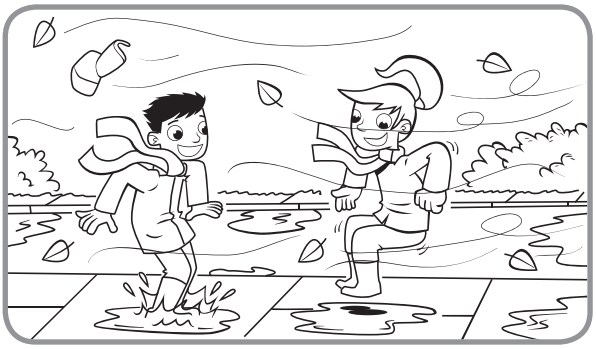


2 Point and say.

____ / 6

1

2



3

4

____ / 4

TOTAL ____ / 10

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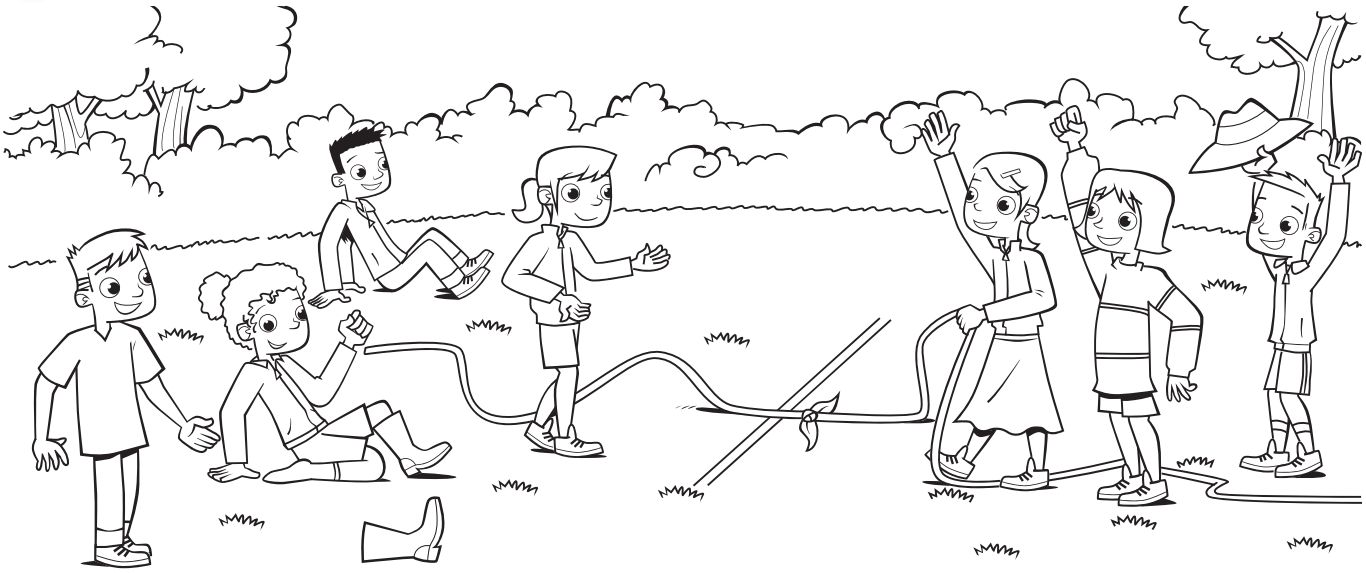
Yellow

3 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen, find, and color. 2.47



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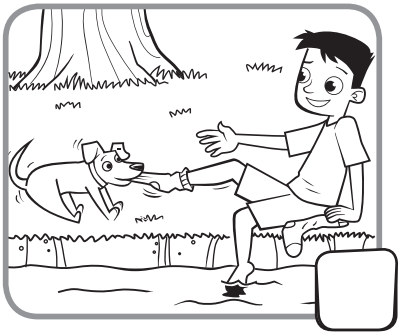
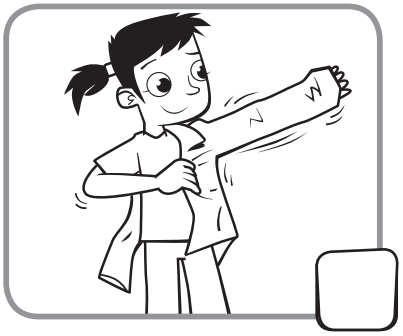
2 Listen and number. Read and circle. 2.48

A



socks / shorts

B



skirt / jacket

C

hat / pants

D

boots / shoes

E

sweater / shorts

____ / 5

TOTAL ____ / 10

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Yellow

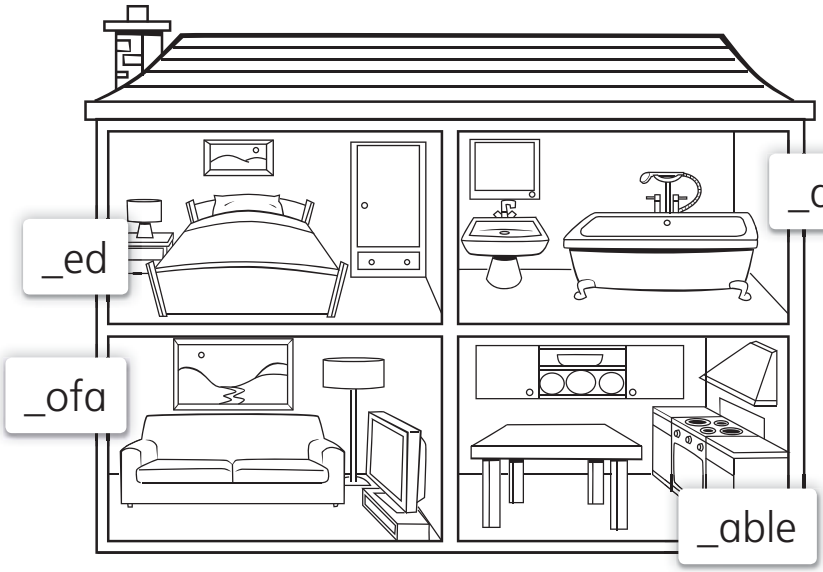
4 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen, find, and color. Write. 2.49

b b s t



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2 Listen and read. Match. 2.50

1

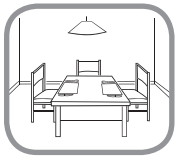
2

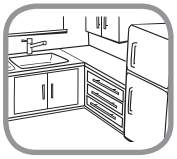
3

4

5

6





dining room

bedroom

yard

living room

bathroom

kitchen

____ / 6

TOTAL ____ / 10

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Yellow

3–4 SPEAKING TEST

DATE: _____ CLASS:

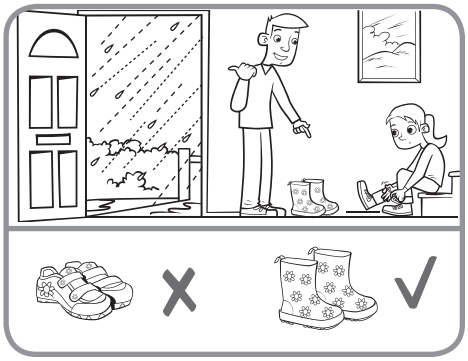
NAME: _____

1 Look and say.

Take off ...

Put on ...

1



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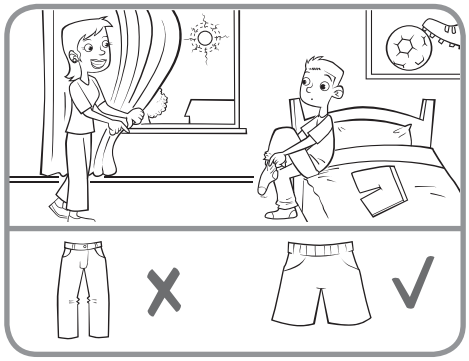

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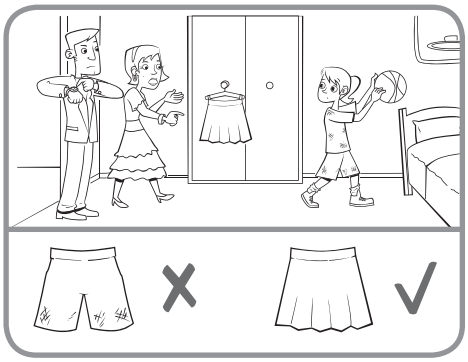

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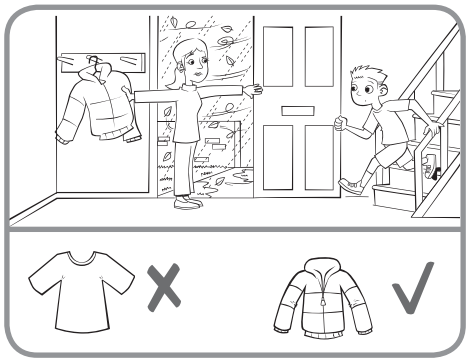

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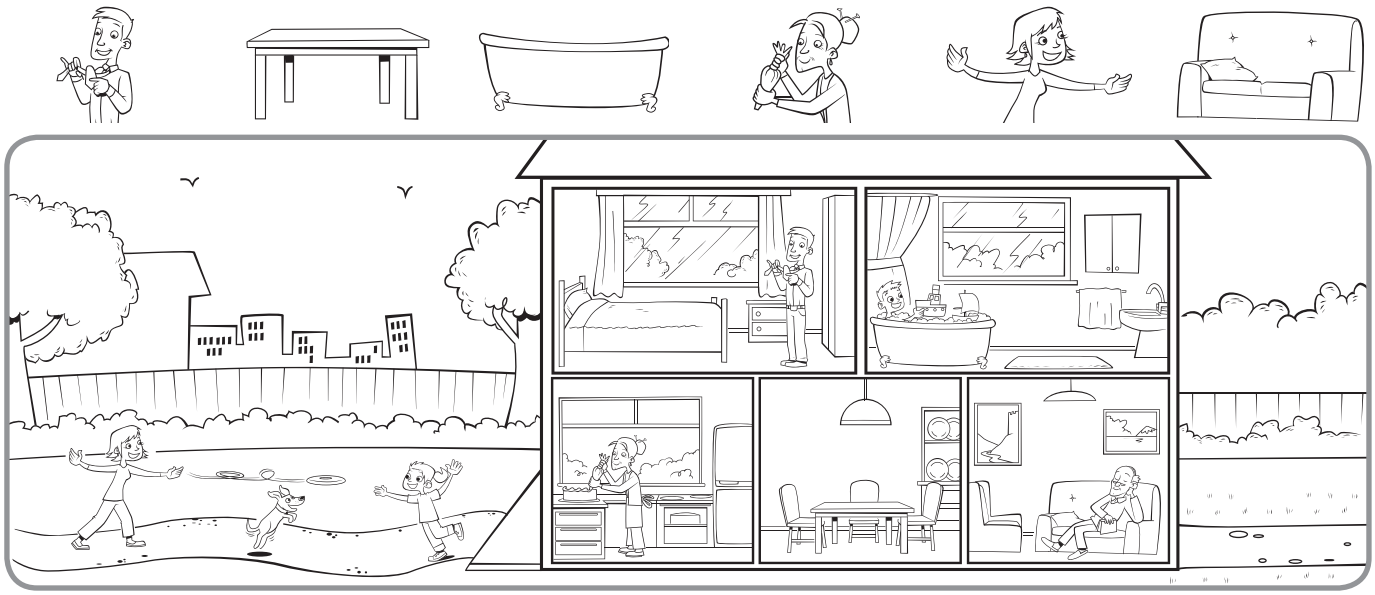
2 Look and answer.

Where's ...



____ / 6

TOTAL ____ / 10

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Yellow

5 TEST

DATE: _____ CLASS: _____

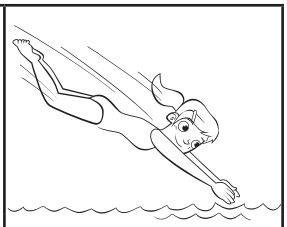
NAME: _____

1 Listen and number. Match. 2.51

- sing
- run
- swim
- cook
- climb
- jump

____ / 6

2 Listen and make a ✓ or an ✗. 2.52

	fly	**dance**	**catch**	 **dive**

____ / 4

TOTAL ____ / 10

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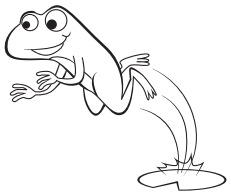
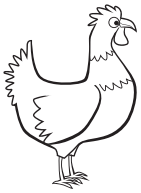
Yellow

6 TEST

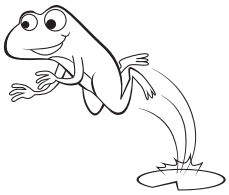
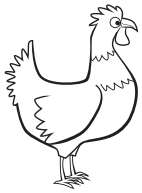
DATE: _____ CLASS: _____

NAME: _____

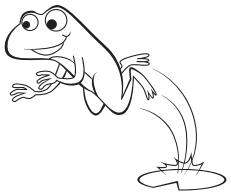
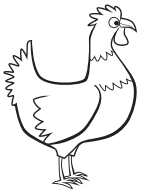
1 Listen and circle *Yes* or *No*. 2.53

1  

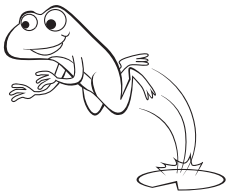
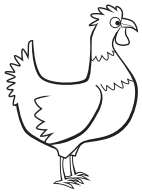
Yes / No Yes / No

2  

Yes / No Yes / No

3  

Yes / No Yes / No

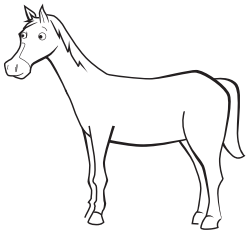
4  

Yes / No Yes / No

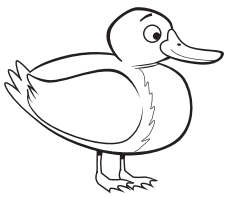
____ / 4

2 Look and write.

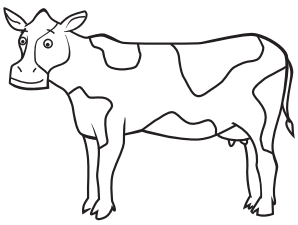
goat bat horse cow duck frog

1 

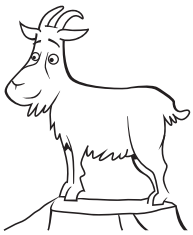
_____

2 

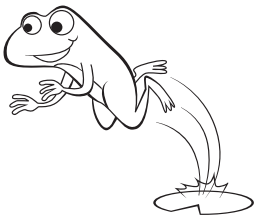
_____

3 

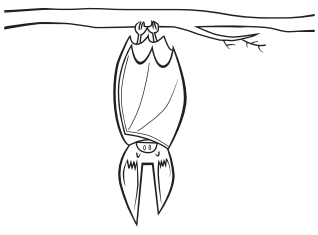
_____

4 

_____

5 

_____

6 

_____

____ / 6

TOTAL ____ / 10

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Yellow

5–6 SPEAKING TEST

DATE: _____ CLASS:

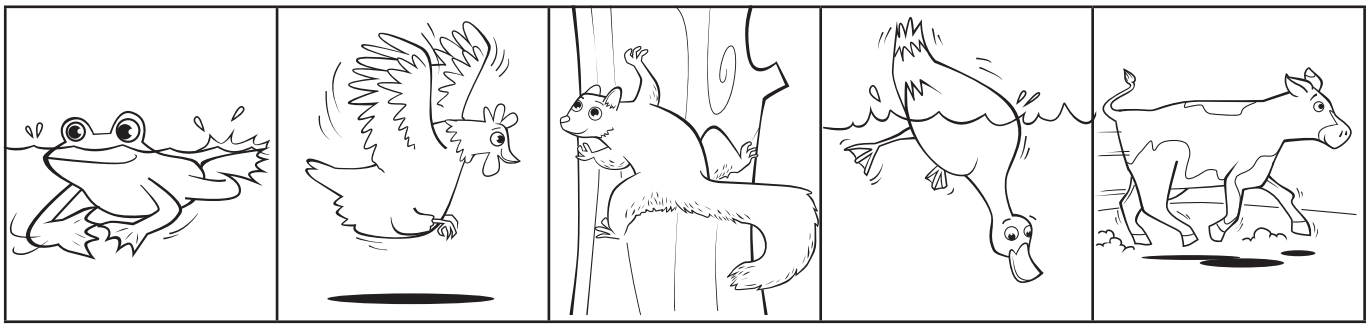
NAME: _____

1 Look and make a ✓ or an ✗. Say.

I can … I can't …

____ / 5

2 Look and say the animals. Ask questions with *can*.



____ / 5

TOTAL ____ / 10

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Yellow

7 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Read and match.

1 I like salad.

2 I like rice.

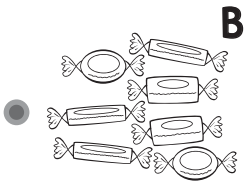
3 I like fries.

4 I like water.

5 I like candy.

6 I like milk.

A


B

C

D

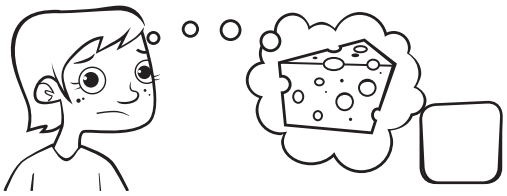
E

F

____ / 6

2 Listen and number. Read and write. 2.54

pasta ice cream cheese chicken



I don't like _____.

I like _____.

I like _____.

I don't like _____.

____ / 4

TOTAL ____ / 10

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Yellow

8 TEST

DATE: _____ CLASS: _____

NAME: _____

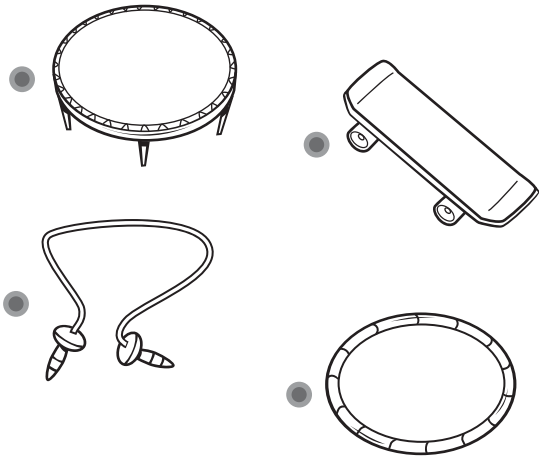
1 Read and match. Color.

1 I have a red skateboard.

2 I have a yellow jump rope.

3 I have a blue trampoline.

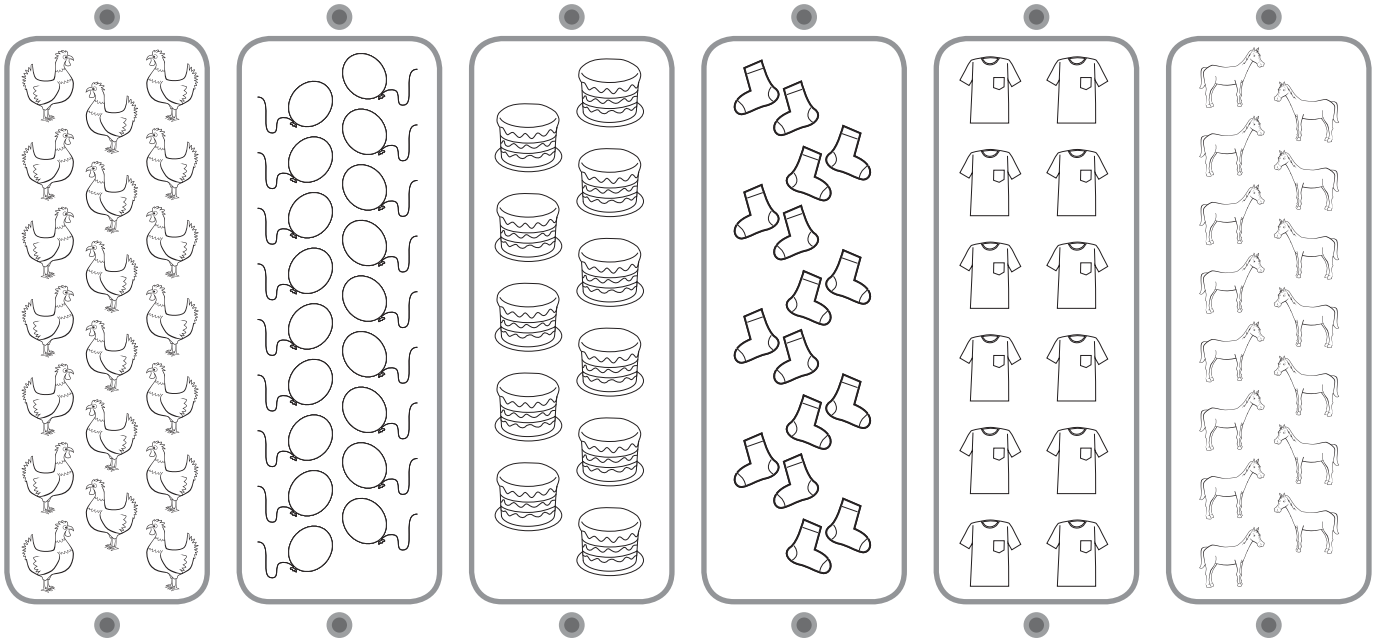
4 I have a purple hula hoop.



____ / 4

2 Count and match.

eleven | twenty | sixteen | eighteen | twelve | fifteen



socks | chickens | horses | balloons | cakes | T-shirts

____ / 6

TOTAL ____ / 10

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Yellow

7–8 SPEAKING TEST

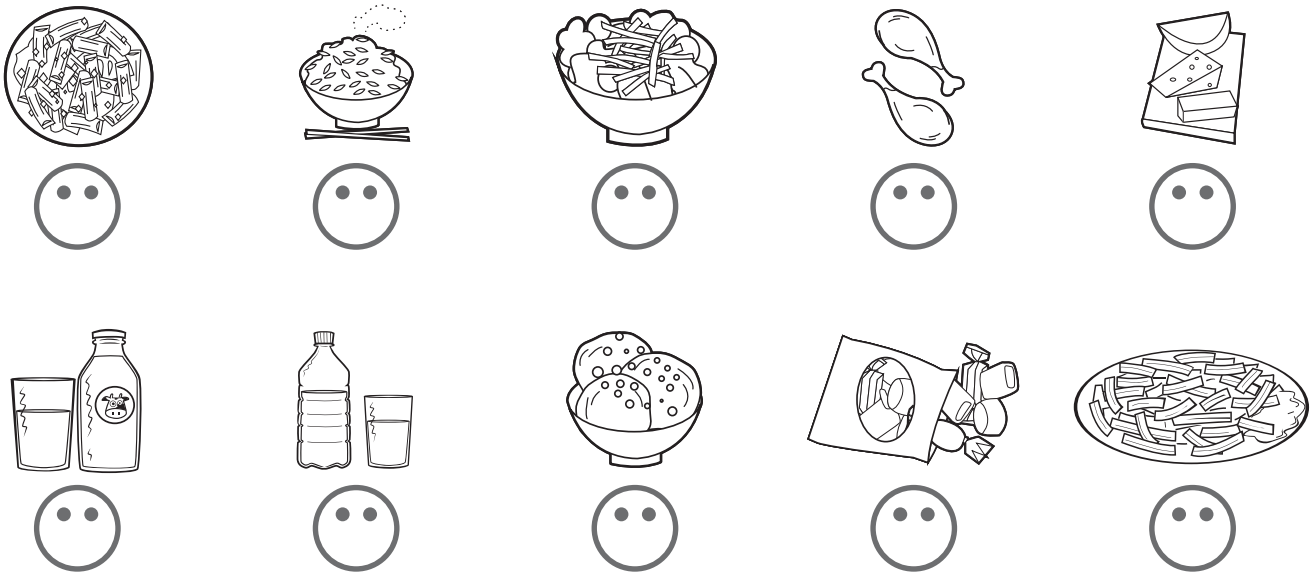
DATE: _____ CLASS:

NAME: _____

1 Look and draw ☺ or ☹. Say.

I like ...

I don't like ...

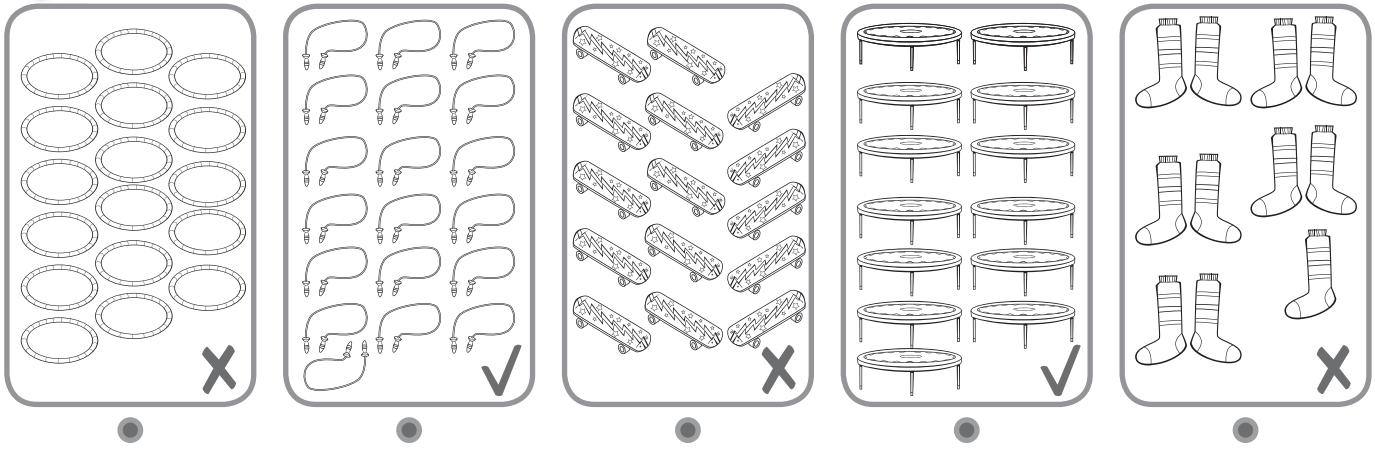


____ / 5

2 Count, match, and say.

I have ...

I don't have ...



11 **19** **13** **17** **15**

____ / 5

TOTAL ____ / 10

Shine On! 2 Photocopiable © Oxford University Press

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Yellow

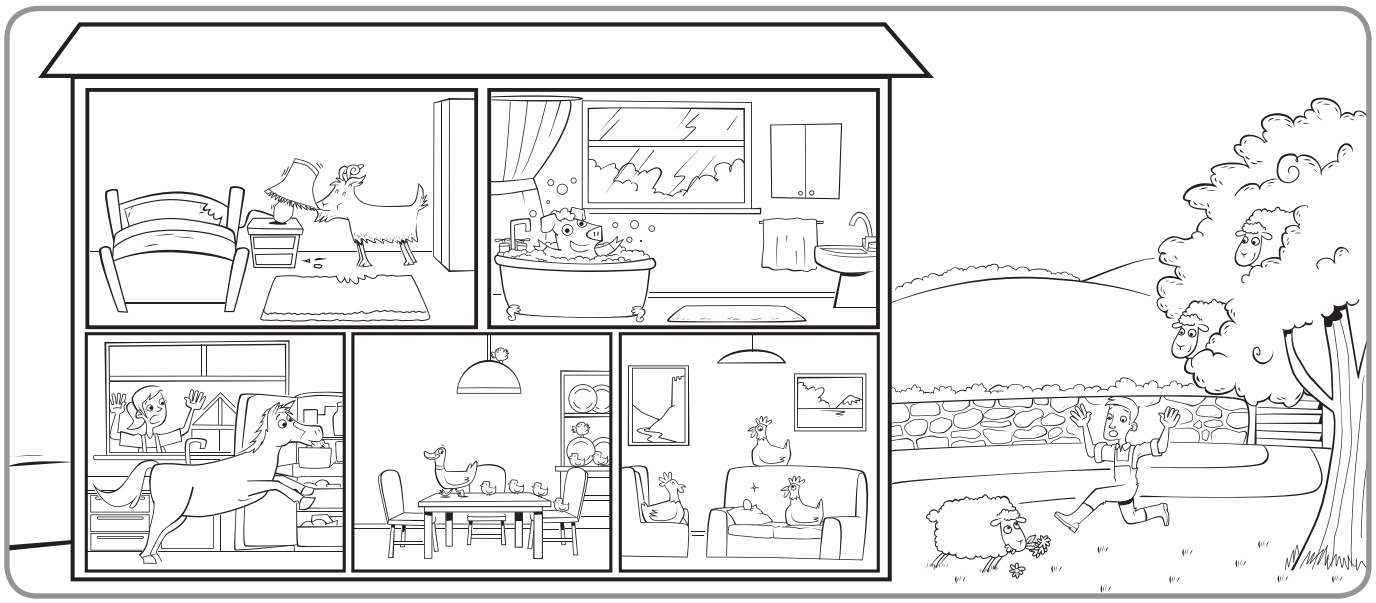
DATE: _____ CLASS: _____

END-OF-YEAR TEST — SPEAKING

NAME: _____

1 Find five animals. Look and say.

Look! A sheep! It's in the yard!

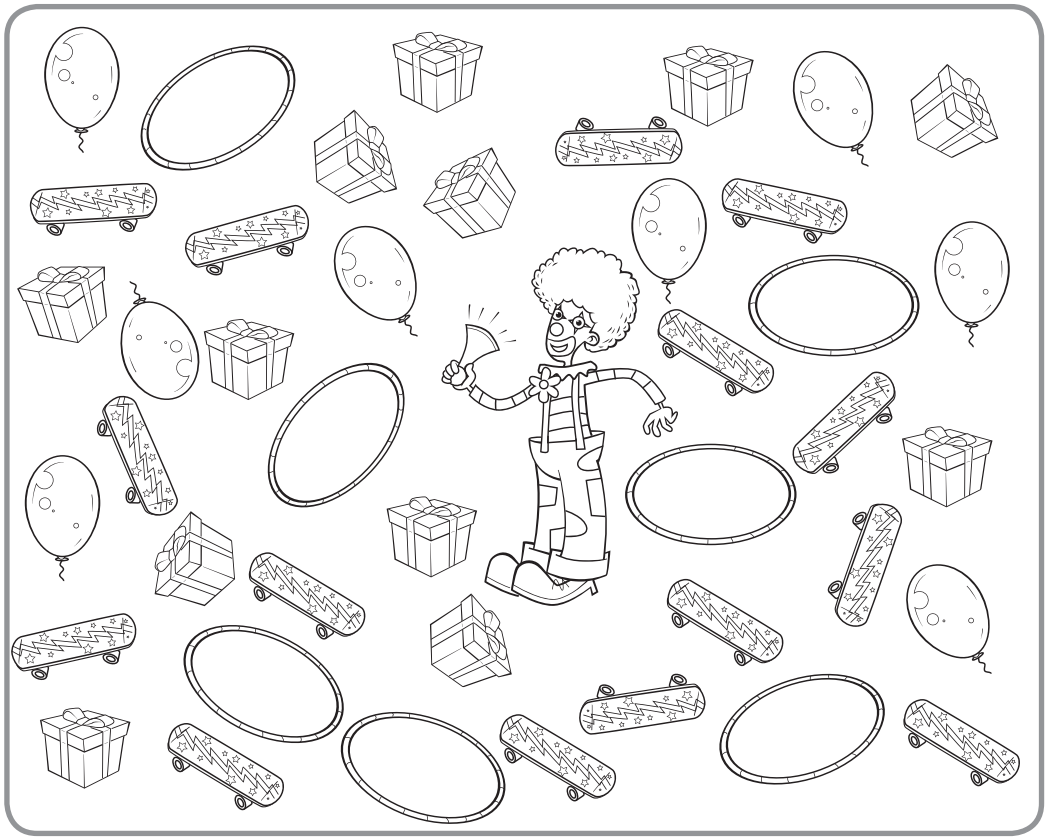


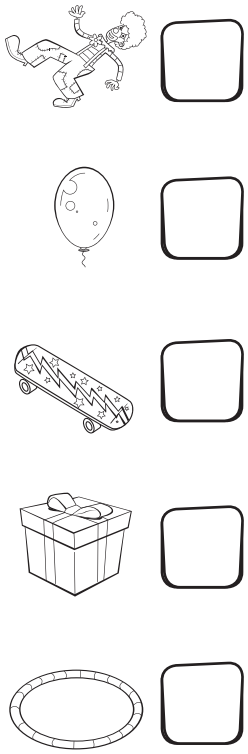
____ / 5

2 Count and say.

There is ...

There are ...





____ / 5

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Yellow

DATE: _____ CLASS: _____

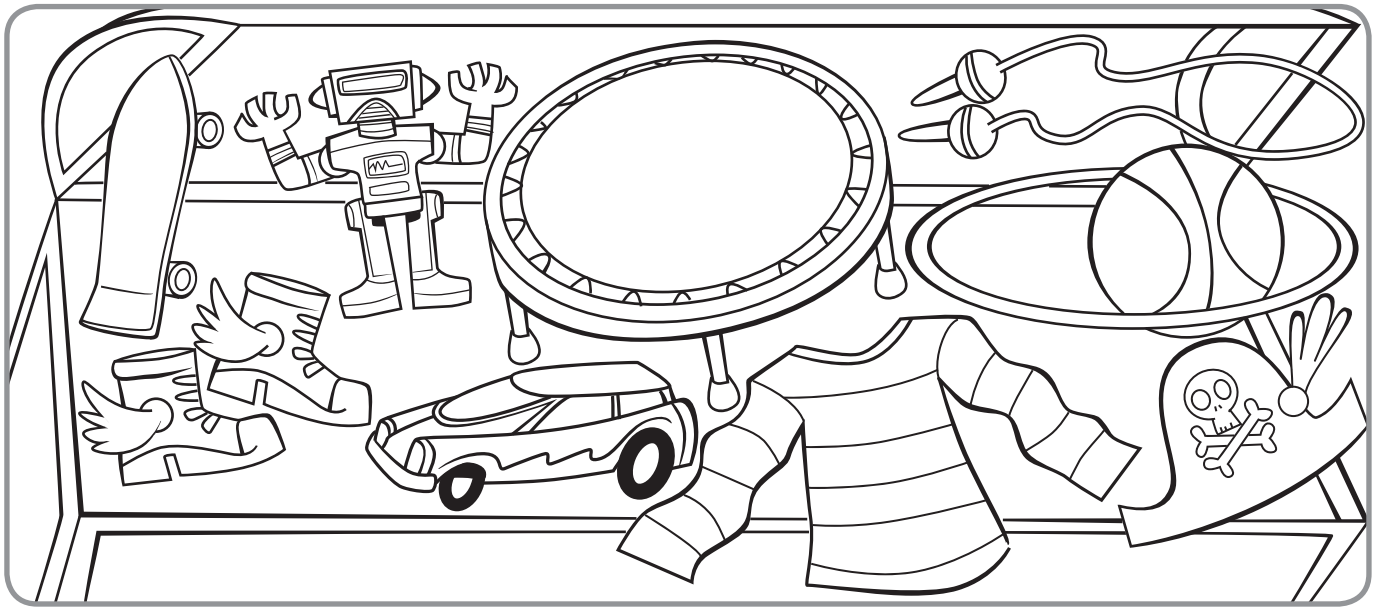
END-OF-YEAR TEST — SPEAKING

NAME: _____

3 Find ten toys and clothes. Color and say.

I don't have ...

I have ...

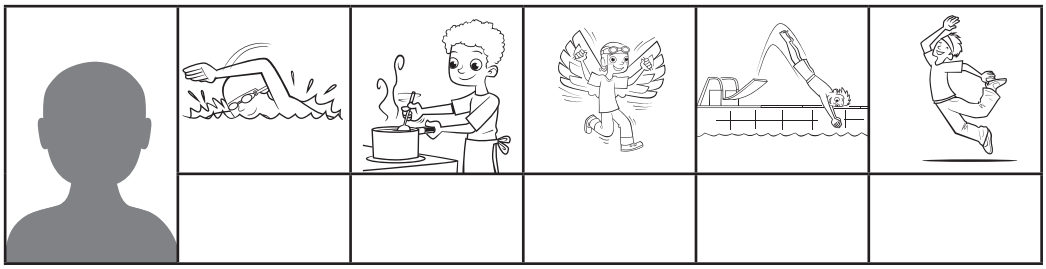


____ / 5

4 Make a ✓ or an ✗. Talk about you.

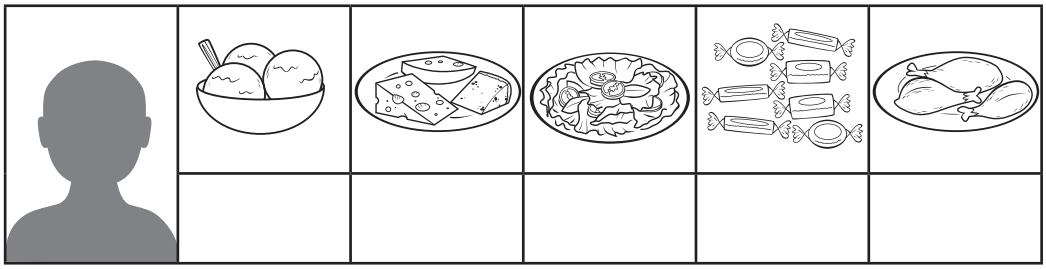
I can ...

I can't ...



I like ...

I don't like ...



____ / 5

TOTAL ____ / 20

Shine On! 2 Photocopiable © Oxford University Press

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Yellow

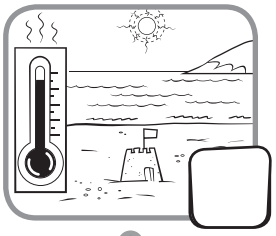
DATE: _____ CLASS: _____

END-OF-YEAR TEST — LISTENING

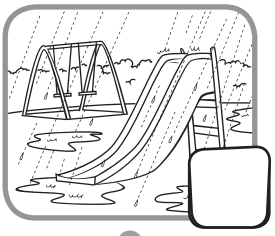
NAME: _____

1 Listen and number. Listen and match. 2.55

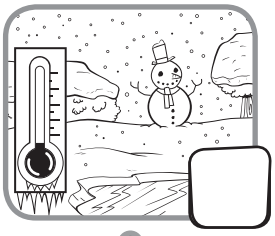
A



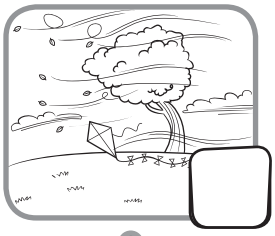
B



C



D



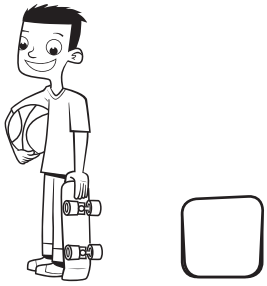
E

____ / 5

2 Listen and number. 2.56

A

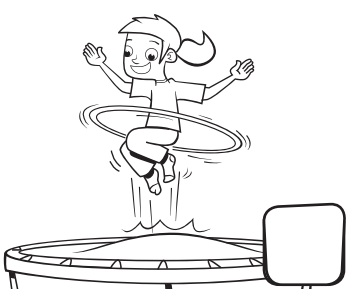
B



C

D

E



____ / 5

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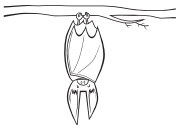
Yellow

DATE: _____ CLASS: _____

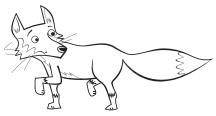
END-OF-YEAR TEST — LISTENING

NAME: _____

3 Listen and circle. 2.57

1 
Yes, it can. / No, it can't.

2
Yes, it can. / No, it can't.

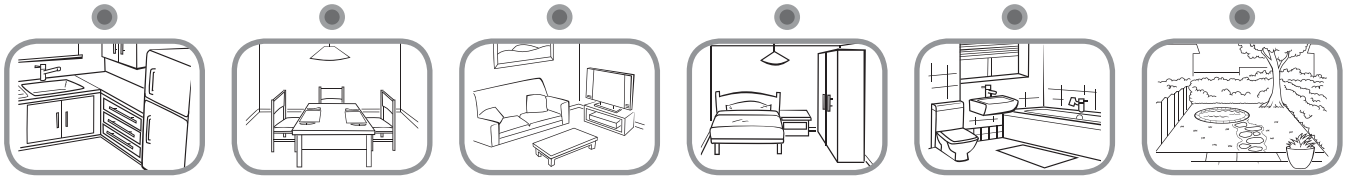
3 
Yes, it can. / No, it can't.

4
Yes, it can. / No, it can't.

____ / 4

4 Listen and match. Write. 2.58

sofa bathtub table bed cat robot



1 The _____ is in the living room.

2 The _____ is in the bathroom.

3 The _____ is in the yard.

4 The _____ is in the bedroom.

5 The _____ is in the dining room.

6 The _____ is in the kitchen.

____ / 6

TOTAL ____ / 20

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Below-level (Blue) tests: answer key and notes

Unit 1

1 Listen and color.

Answers blue balloon, yellow cake, red robot, purple present, green car

2 Listen, count, and make a ✓.

Answers **1** 7 clowns, **2** 8 candles, **3** 1 basketball, **4** 5 cards, **5** 1 puzzle

Unit 2

1 Listen and make a ✓.

Answers **1** snowy, **2** stormy, **3** sunny, **4** rainy, **5** windy, **6** cloudy

2 Listen and number.

Answers **1** D, **2** A, **3** B, **4** C

Units 1–2

Speaking

1 Count and say.

- Allow students time to look at the pictures. Tell them they can count and write the number, to help them when they begin to speak. Point to the speech bubbles and tell students that they need to make sentences about the picture using *There is* and *There are*. If students are hesitant, prompt them by pointing to the first item and asking, *What's this?* Award half a point for the correct vocabulary item, and a full point if they use it in the correct structure.

Answers *There are 3 clowns. There is a cake. There are 8 candles. There are 9 balloons. There are 2 robots. There are 7 presents.*

2 Point and say.

- Teacher points to each picture in turn, prompting students with the question, *What's the weather like?* for them to respond, e.g., *It's snowy./It's sunny.,* etc. Award a point for each appropriate weather word.

Answers **1** *It's snowy.* **2** *It's windy.* **3** *It's sunny.* **4** *It's stormy.*

Unit 3

1 Listen and color.

Answers yellow skirt, green T-shirt, orange boots, blue sweater, red hat

2 Listen, read, and number.

Answers **1** shoes, **2** sweater, **3** jacket, 4 socks, 5 hat

Unit 4

1 Listen, find, and color.

Answers green sofa, blue bed, brown table, yellow bathtub

2 Listen, read, and match.

- Students listen and match the people to the rooms by drawing lines.

Answers **1** mom – dining room, **2** dad – kitchen, **3** grandma – bathroom, **4** grandpa – bedroom, **5** dog – yard, **6** cat – living room

Units 3–4

Speaking

1 Look and say.

- Allow students time to look at the pictures. Point to the speech bubbles and tell students that they need to make sentences about the picture using *Put on …* or *Take off …* If students are hesitant, prompt them by pointing to the first picture and saying, *Look. It's rainy.* Students make one sentence about each picture.

Answers **1** *Put on your boots.* **2** *Take off your pants.* **3** *Take off your shorts.* **4** *Put on your jacket.*

2 Look and answer.

- Allow students time to look at the pictures. When students are ready, start the activity. Point to the first picture and ask, *Where's Mom?* to elicit the complete answer, *She's in the yard*. Award half a point for the correct room/location and a full point for its use in the complete, correct sentence using the appropriate pronoun. Ask about: Mom, the table, the sofa, Grandma, the bathtub, Dad.

Answers (*Where's Mom?*) *She's in the yard.* (*Where's the table?*) *It's in the dining room.* (*Where's the sofa?*) *It's in the living room.* (*Where's Grandma?*) *She's in the kitchen.* (*Where's Dad?*) *He's in the bedroom.* (*Where's the bathtub?*) *It's in the bathroom.*

Unit 5

1 Listen, read and circle.

Answers **1** sing, **2** run, **3** swim, **4** cook, **5** climb, **6** jump

2 Listen and circle ✓ or ✗.

Answers dance ✓, catch ✓, dive ✗, fly ✗

Unit 6

1 Listen, read, and make a ✓ or an ✗.

Answers **1** frog ✓, chicken ✓ **2** frog ✓, chicken ✓ **3** frog ✓, chicken ✓ **4** frog ✗, chicken ✓

2 Read and circle.

Answers **1** horse, **2** duck, **3** cow, **4** goat, **5** frog, **6** bat

Units 5–6

Speaking

1 Look and make a ✓ or an ✗. Say.

- Allow students time to look at the pictures, and check or make an X on each one according to their own abilities. Then they point to each picture and make a sentence using *I can/I can't*. Award a point for each correct sentence.

Answers Students' own answers.

2 Look and say the animals. Answer.

- Allow students time to look at the pictures. Elicit the words for the animals. If students need prompting, point to the first animal and ask, *What is it?* Accept single-word answers. Point to the first picture and ask, *Can a goat jump?* for students to answer, *Yes, it can*. Then ask about the other animals. Award half a point for each correct vocabulary item, and half a point for each correctly formed short answer.

Answers (*Can a goat jump?*) *Yes, it can.* (*Can a bat run?*) *No, it can't.* (*Can a horse climb?*) *No, it can't.* (*Can a squirrel jump?*) *Yes, it can.* (*Can a pig swim?*) *No, it can't.*

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Unit 7

1 Look and write.

Answers **1** rice, **2** candy, **3** milk, **4** salad, **5** fries, **6** water

2 Listen and number. Write.

Answers **1** ice cream, **2** pasta, **3** cheese, **4** chicken

Unit 8

1 Read and color.

Answers **1** (red hula hoop), **2** (yellow trampoline), **3** (blue skateboard), **4** (purple jump rope)

2 Count and match.

Answers eleven cakes, twenty chickens, sixteen socks, eighteen balloons, twelve T-shirts, fifteen horses

Units 7–8

Speaking

1 Look and draw ☺ or ☹. Say.

- Allow students time to look at the pictures, and complete the faces according to their own likes and dislikes. Then they point to each picture and make a sentence using *I like/I don't like*. Accept any reasonable sentence. Award a full point for each correct sentence.

Answers Students' own answers.

2 Count, circle, and say.

- Allow students time to count the pictures and circle the correct number. Establish that students must make sentences about the items with *I have . . . / I don't have,* e.g., *I have 17 hula hoops.* Make sure students understand that a check means they must make a positive sentence, and an X means they must make a negative sentence. Point to the first set of items, and elicit the word, if necessary. Students talk about each collection of items in turn. Award a full point for each correct sentence.

Answers *I don't have 18 hula hoops. I have 19 jump ropes. I don't have 16 skateboards. I have 13 trampolines. I don't have 12 socks.*

End-of-year test

Speaking

1 Find five animals. Point and answer.

- Point to the example and model it if necessary, or ask students to read out the answer. Then give students time to look at the picture and find the five animals. When they are ready, ask, e.g., *Where's the pig?* for students to point to the animal, and answer: *It's in the bathroom!/It's in the bathtub.* Award a full point for finding the correct animal and making a sentence about the correct location. Accept furniture instead of rooms, if used appropriately.

Answers *(Where's the horse?) It's in the kitchen. (Where's the chicken?) It's in the living room/on the sofa. (Where's the pig?) It's in the bathroom/in the bathtub. (Where's the goat?) It's in the bedroom. (Where's the duck?) It's on the table.*

2 Count and say.

- Look at the activity together. Give students time to look at the picture and count the items and write the number in the box. Students say a sentence for each image. Prompt students with a question if necessary, e.g., *What's this?* (*A balloon.*) *How many balloons are there?* (*There are ten balloons.*) Award half a point for vocabulary and half a point for correct structure.

Answers *There is 1 clown. There are 10 balloons. There are 15 skateboards. There are 12 presents. There are 7 hula hoops.*

3 Color and say.

- Prepare a colored-in version of the activity of your own in advance of the test. Give students time to look at the picture. Give students six colors to choose from, and tell them to color in the pictures as they wish. Then look at it together. Prompt students with statements about your picture, deliberately choosing colors that are different, e.g., *I have a green robot.* Students point to each item and say, e.g., *I don't have a green robot. I have a red robot.* Award full points for correct vocabulary and correct structures.

Answers Students' own choice of colors. They make sentences about each item modeled on: *I don't have a (green robot). I have a (red robot).* skateboard, hula hoop, hat, sweater, robot, basketball.

4 Make a ✓ or an ✗. Talk about you.

- Look at the speech bubbles and the tables and make sure students know how to fill them in. Give students time to fill in both tables, then talk about them. Students point to each picture and make a personalized sentence according to what they have filled in, e.g., *I can/can't swim. I like/don't like salad.* Award half a point for correct vocabulary and structure. (If a student has made an X, but says a positive sentence, point to it and query it with them, by saying *Really?* to allow them to correct themselves.)

Answers Students' own answers.

End-of-year test

Listening

1 Listen and match.

Answers **1** E, **2** A, **3** C, **4** D, **5** B

2 Listen and number.

Answers **1** B, **2** C, **3** D, **4** E, **5** A

3 Listen, read, and circle.

Answers **1** No, **2** Yes, **3** No, **4** Yes

4 Listen and match. Write.

Answers **1** sofa – living room, **2** bathtub – bathroom, **3** table – yard, **4** bed – bedroom, **5** cat – dining room, **6** robot – kitchen

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Blue

1 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and color. 2.43

____ / 5

2 Listen, count, and make a ✓. 2.44

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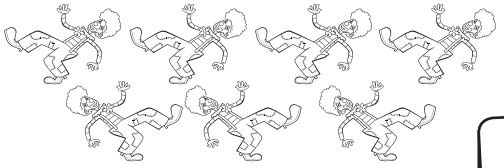
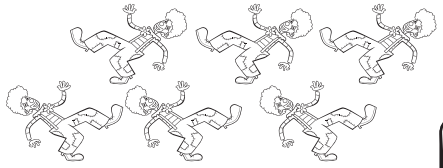

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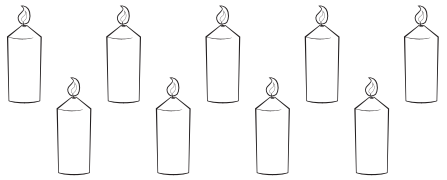
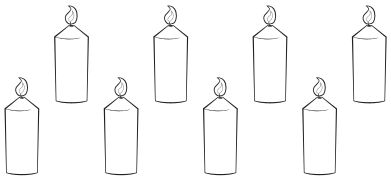

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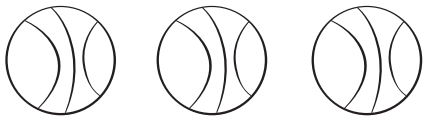
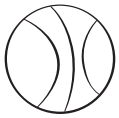

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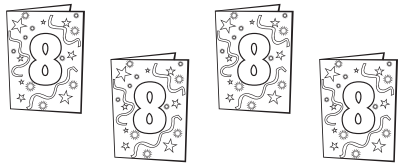
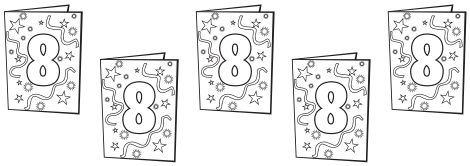

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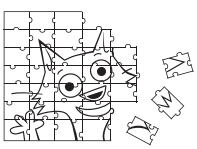
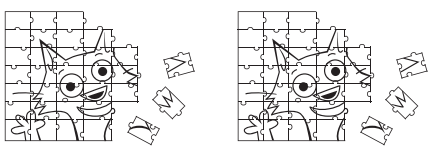

____ / 5

TOTAL ____ / 10

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Blue

2 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and make a ✓. 2.45

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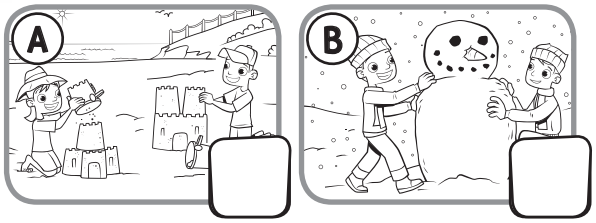

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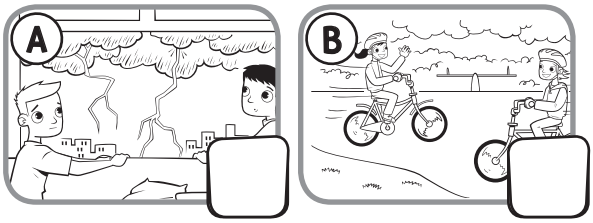

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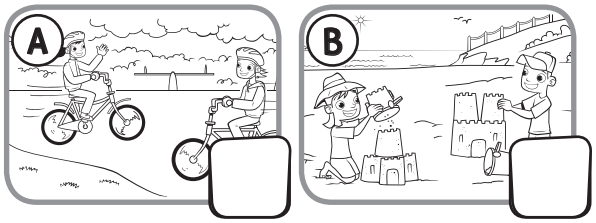

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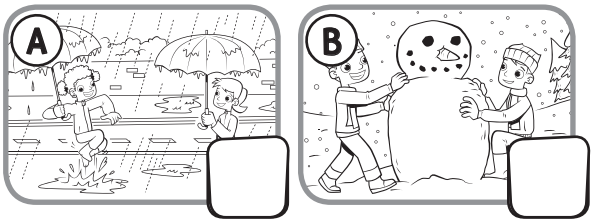

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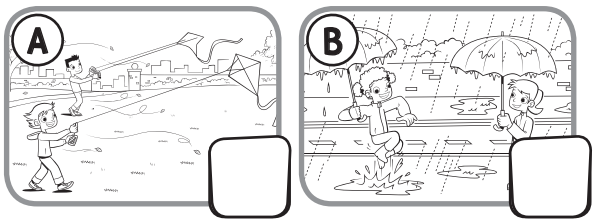

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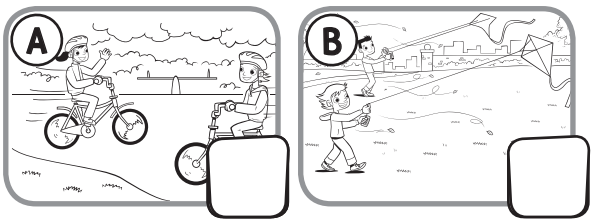

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2 Listen and number. 2.46

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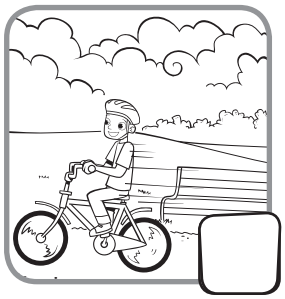

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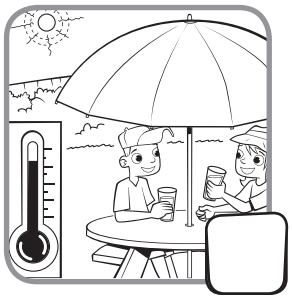

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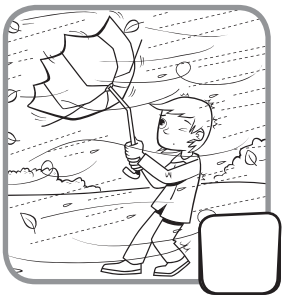

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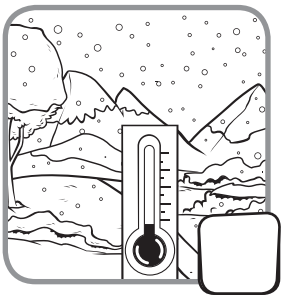

____ / 4

TOTAL ____ **/ 10**

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Blue

1–2 SPEAKING TEST

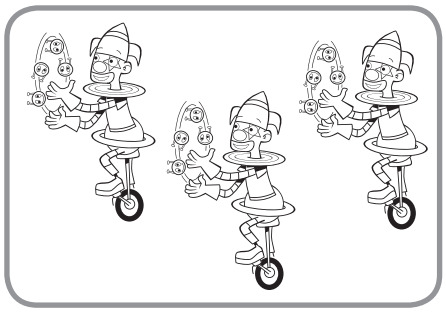
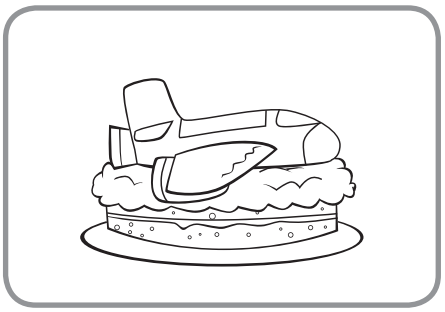
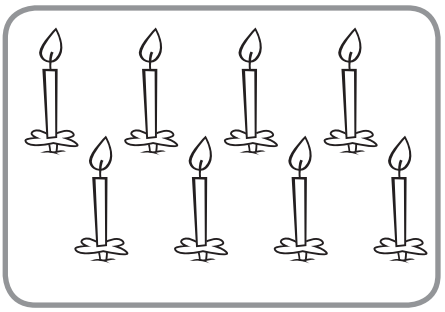
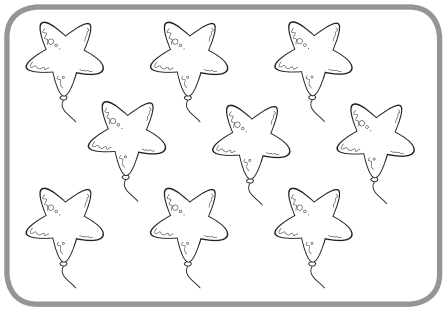
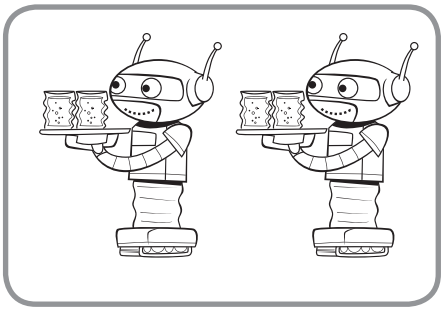
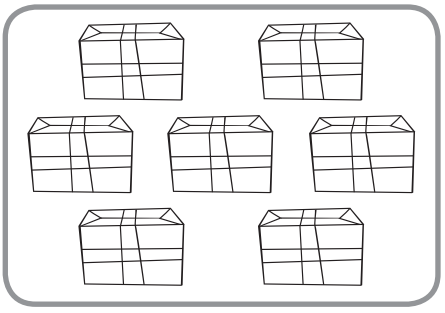
DATE: _____ CLASS:

NAME: _____

1 Count and say.

There is ...

There are ...

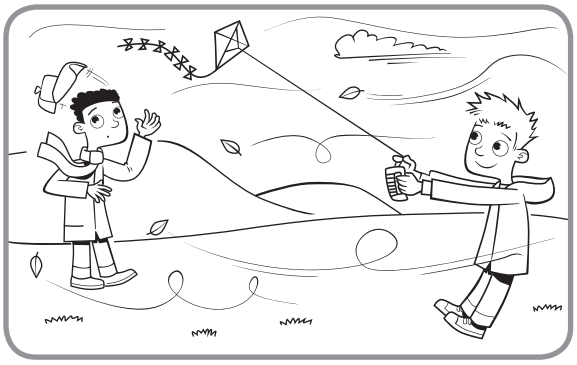







____ / 6

2 Point and say.

1

2



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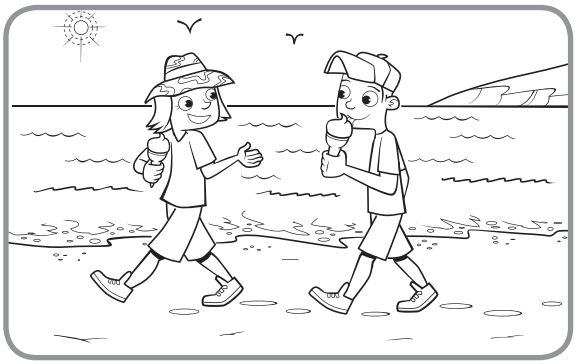

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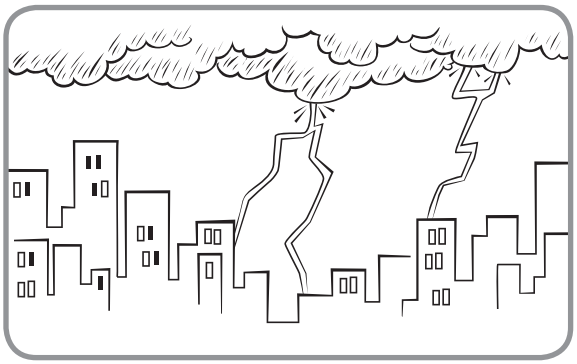

____ / 4

TOTAL ____ / 10

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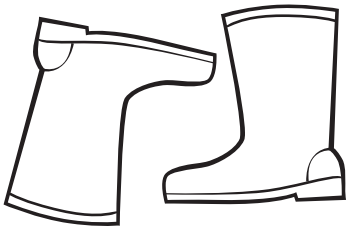
Blue

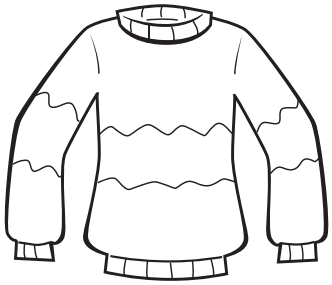
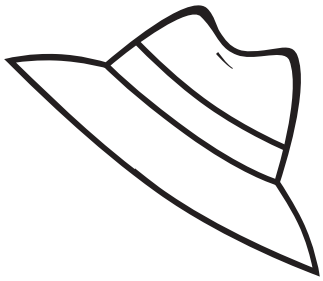
3 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and color. 2.47



____ / 5

2 Listen, read, and number. 2.48

socks

jacket

hat

shoes

sweater

____ / 5

TOTAL ____ / 10

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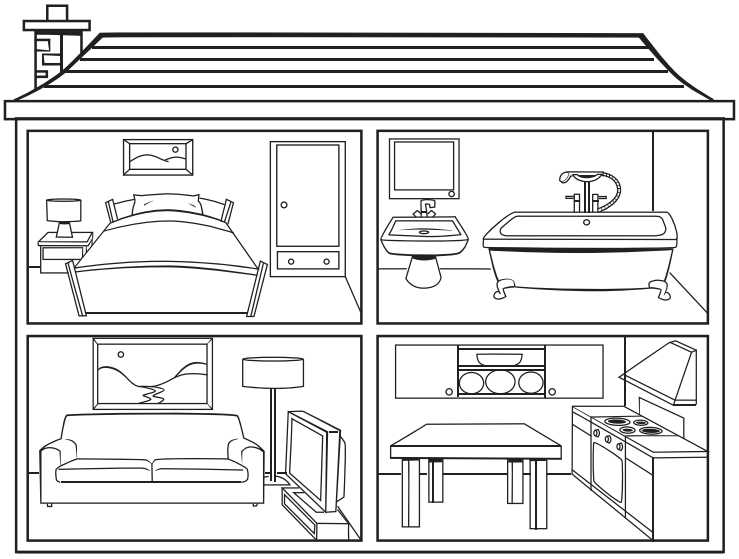
Blue

4 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen, find, and color. 2.49



2 Listen, read, and match. 2.50

____ / 4

1
mom

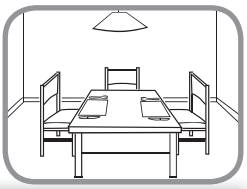
2
dad

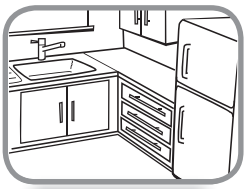
3
grandma

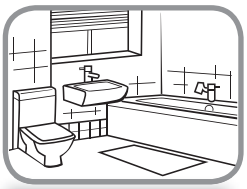
4
grandpa

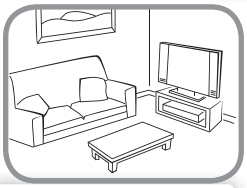
5
dog

6
cat

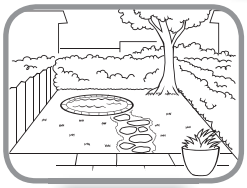

dining room


kitchen


bathroom


living room

bedroom


yard

____ / 6

TOTAL ____ / 10

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Blue

3–4 SPEAKING TEST

DATE: _____ CLASS:

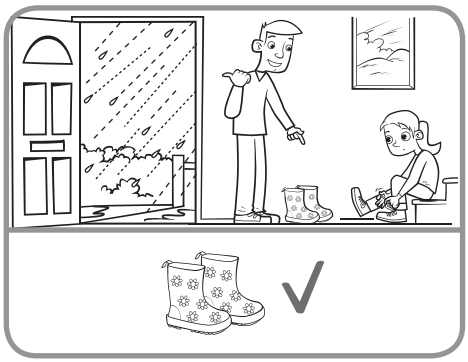
NAME: _____

1 Look and say.

Put on ...

Take off ...

1



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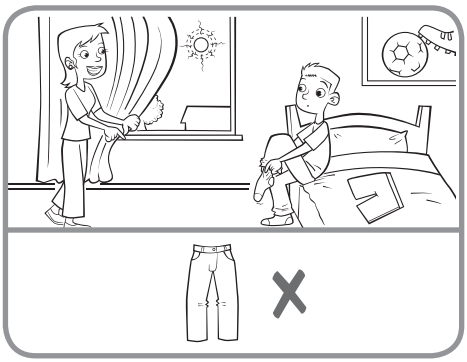

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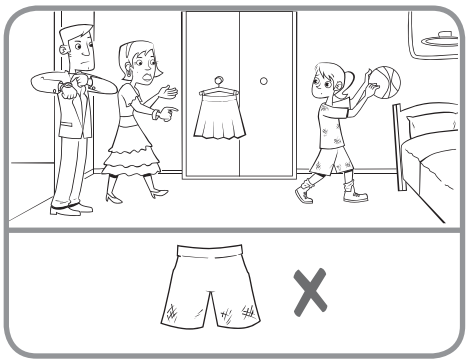

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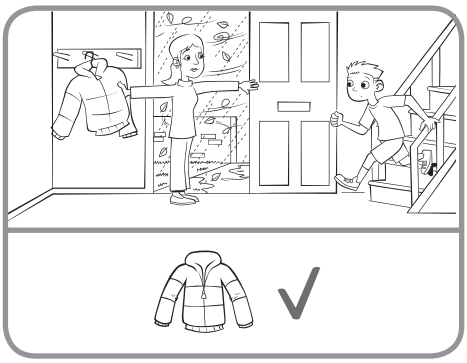
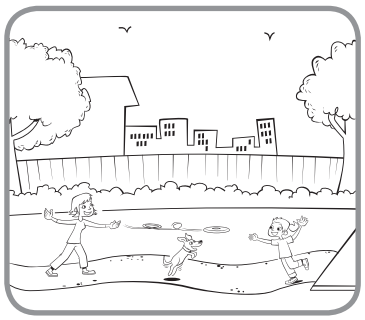
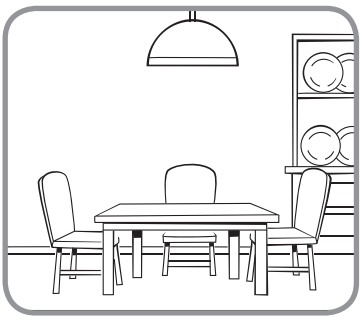


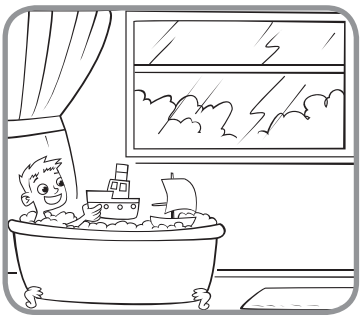
____ / 4

2 Look and answer.

Where's ...







____ / 6

TOTAL ____ / 10

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Blue

5 TEST

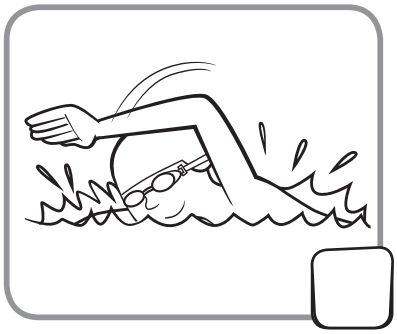
DATE: _____ CLASS: _____

NAME: _____

1 Listen and number. Circle. 2.51

run / cook

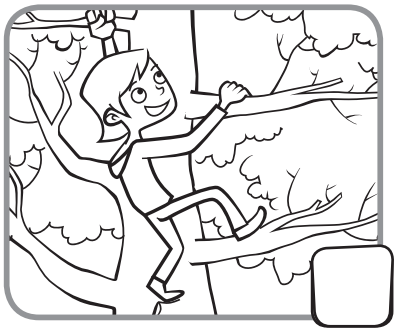
cook / sing



swim / climb

run / jump

sing / swim



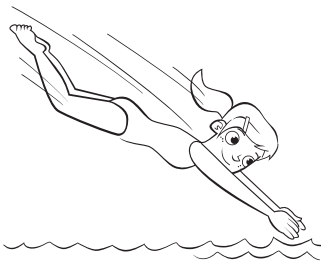
jump / climb

____ / 6

2 Listen and circle ✓ or ✗. 2.52

✓ / ✗

✓ / ✗



✓ / ✗

✓ / ✗

____ / 4

TOTAL ____ / 10

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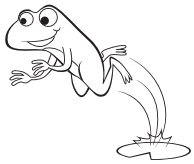
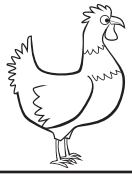
Blue

6 TEST

DATE: _____ CLASS: _____

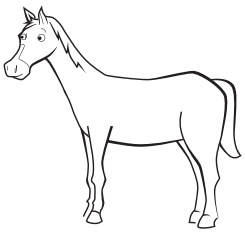
NAME: _____

1 Listen, read, and make a ✓ or an ✗. 2.53

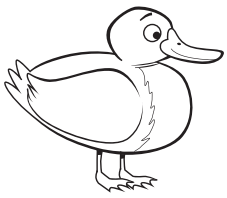
	climb	swim	jump	fly
				
				

____ / 4

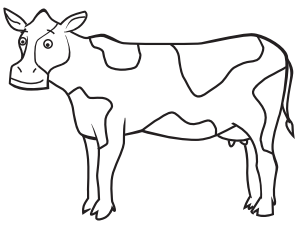
2 Read and circle.

1 

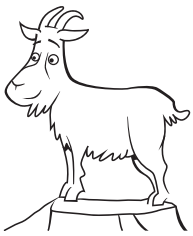
horse / goat

2 

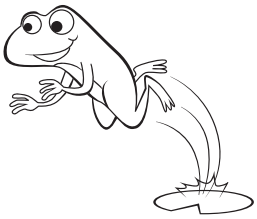
chicken / duck

3 

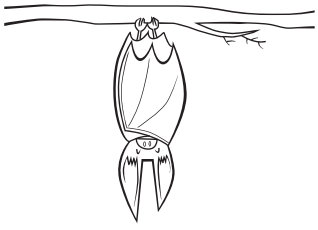
cow / goat

4 

goat / fox

5 

fox / frog

6 

squirrel / bat

____ / 6

TOTAL ____ **/ 10**

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Blue

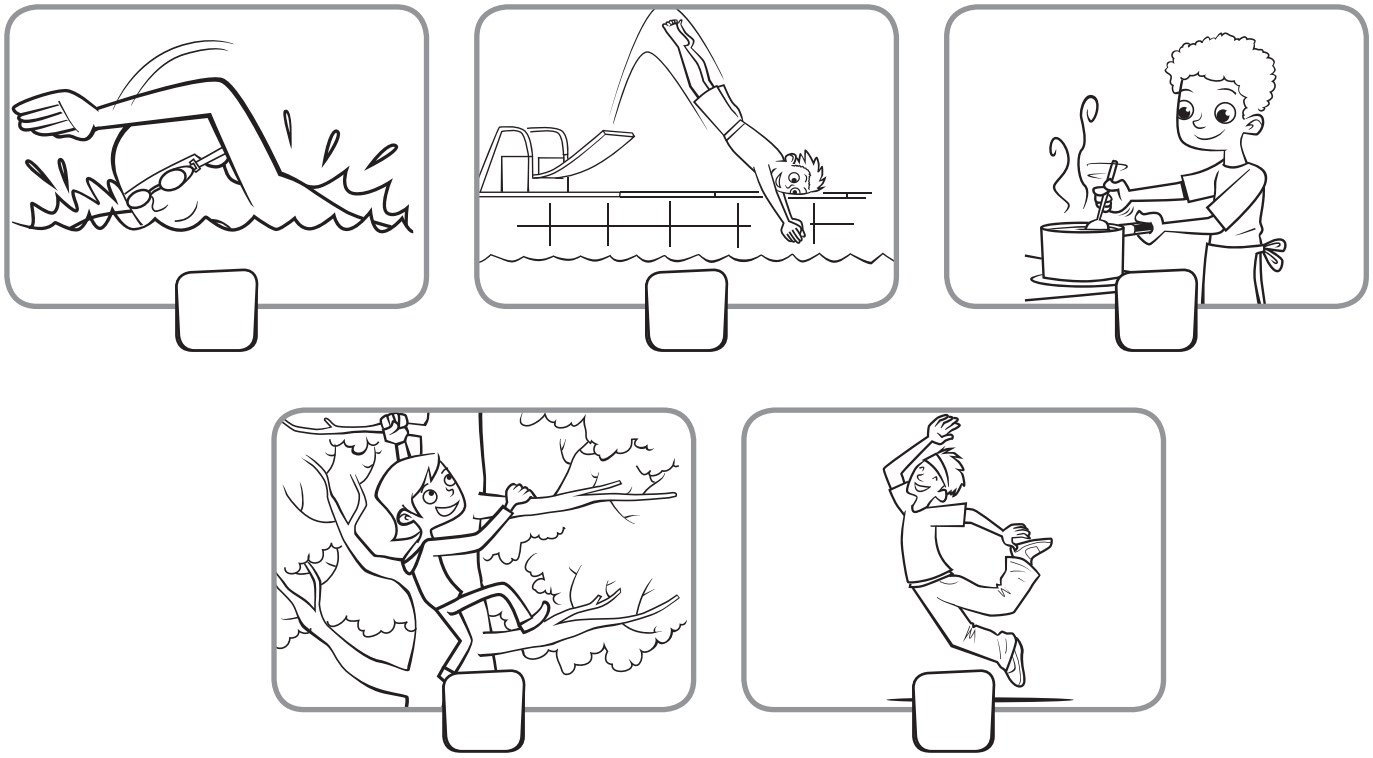
5–6 SPEAKING TEST

DATE: _____ CLASS:

NAME: _____

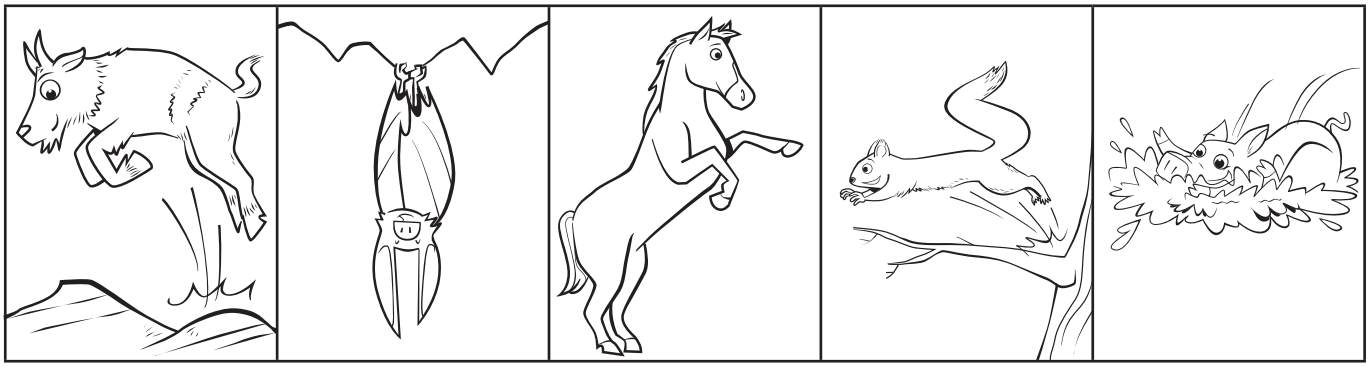
1 Look and make a ✓ or an ✗. Say.

I can ... I can't ...



____ / 5

2 Look and say the animals. Answer.



____ / 5

TOTAL ____ / 10

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Blue

7 TEST

DATE: _____ CLASS: _____

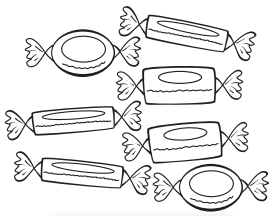
NAME: _____

1 Look and write.

candy fries milk salad water rice

1

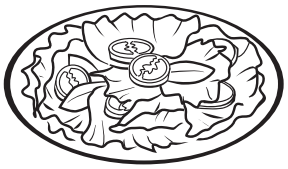
__ice

2 

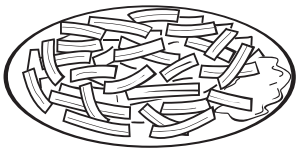
__andy

3

__ilk

4 

__alad

5 

__ries

6

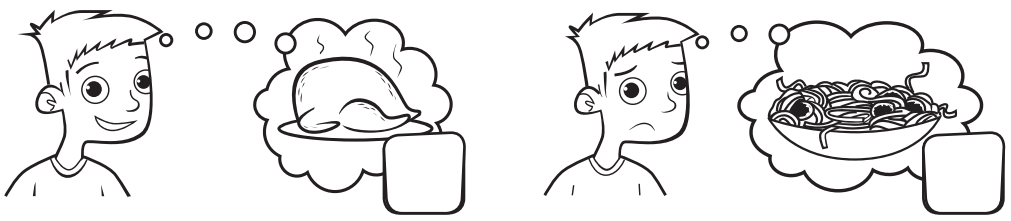
__ater

____ / 6

2 Listen and number. Write. 2.54

pasta ice cream cheese chicken

_____ _____



_____ _____

____ / 4

TOTAL ____ / 10

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Blue

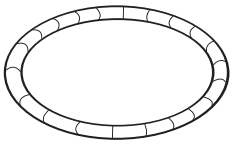
8 TEST

DATE: _____ CLASS: _____

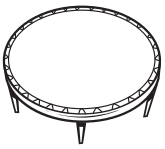
NAME: _____

1 Read and color.

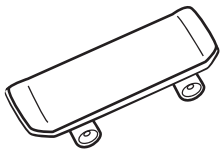
1 I have a red hula hoop.



2 I have a yellow trampoline.



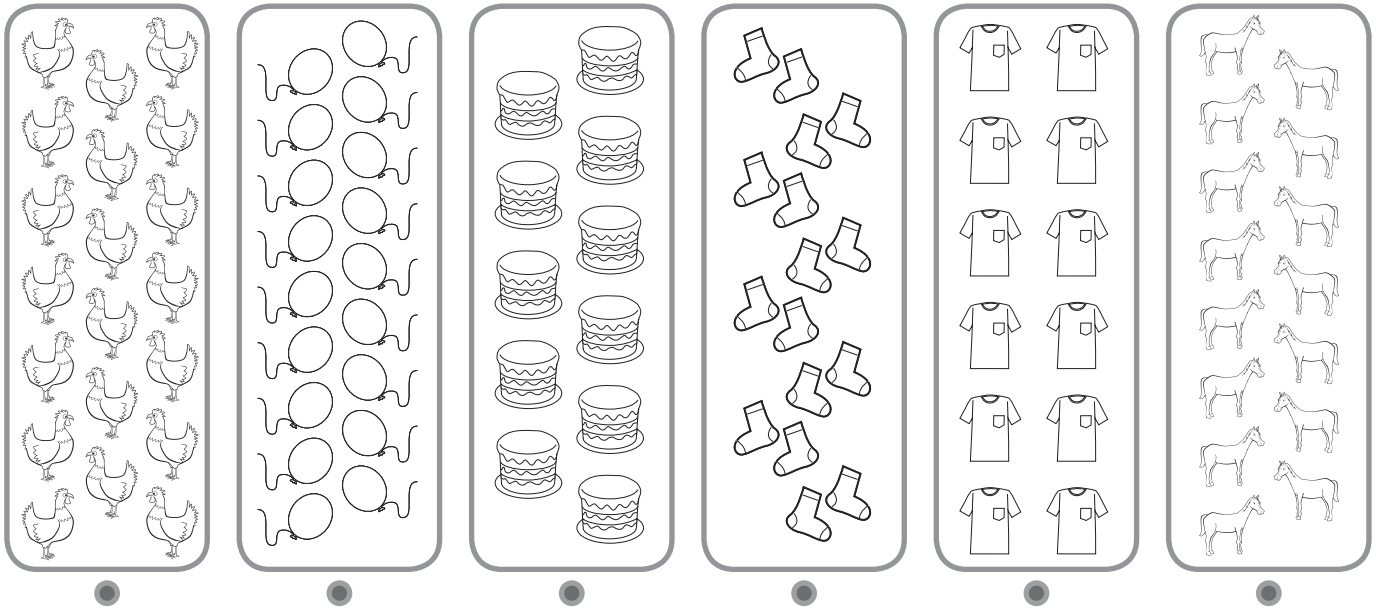
3 I have a blue skateboard.



4 I have a purple jump rope.

____ / 4

2 Count and match.



eleven twenty sixteen eighteen twelve fifteen

____ / 6

TOTAL ____ / 10

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Blue

7–8 SPEAKING TEST

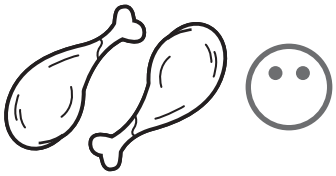
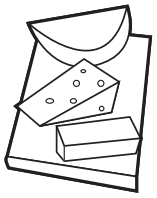
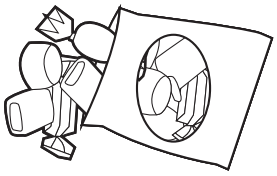
DATE: _____ CLASS:

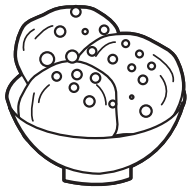
NAME: _____

1 Look and draw ☺ or ☹. Say.

I like ...

I don't like ...

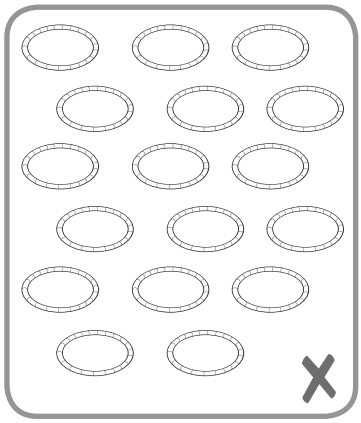


____ / 5

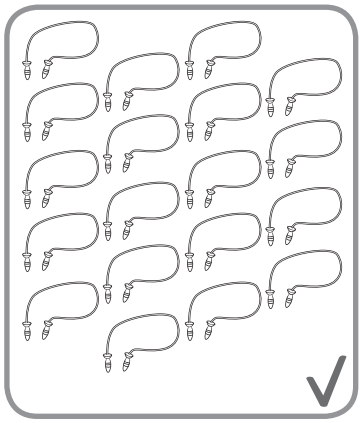
2 Count, circle, and say.

I have ...

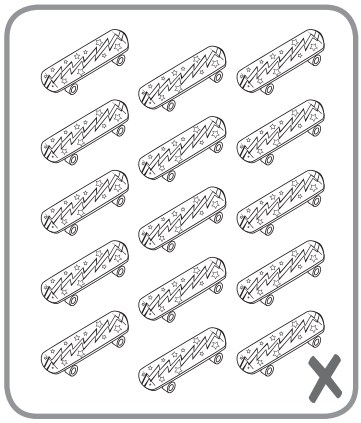
I don't have ...



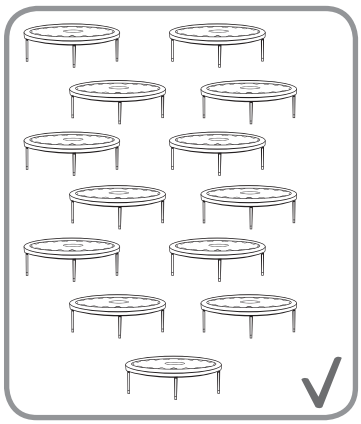
17 / 18



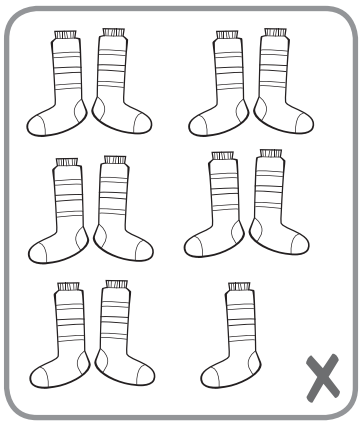
20 / 19



16 / 15



14 / 13



11 / 12

____ / 5

TOTAL ____ **/ 10**

Shine On! 2 Photocopiable © Oxford University Press

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Blue

DATE: _____ CLASS: _____

END-OF-YEAR TEST

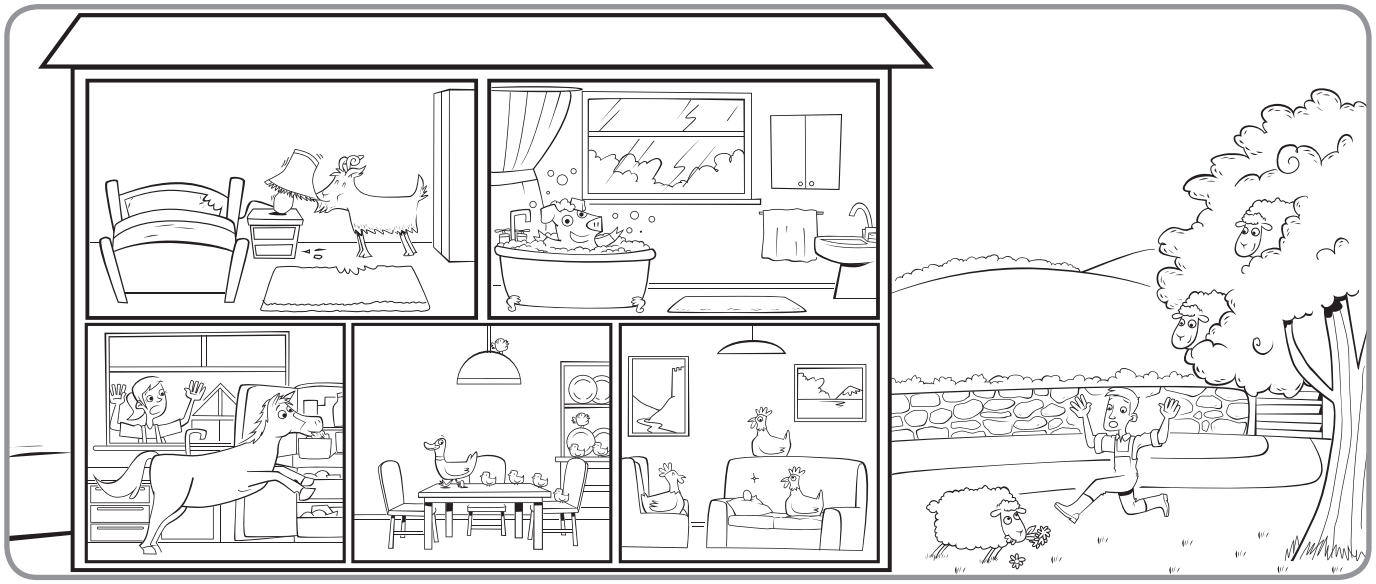
SPEAKING

NAME: _____

1 Find five animals. Point and answer.

Where's the sheep?

It's in the yard.

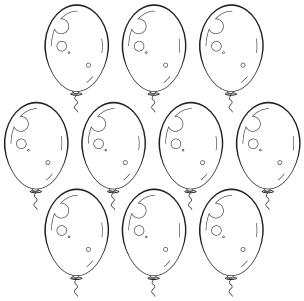


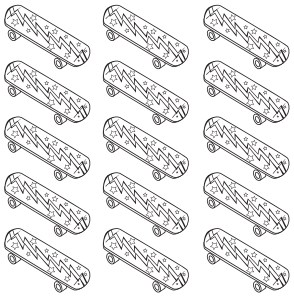
____ / 5

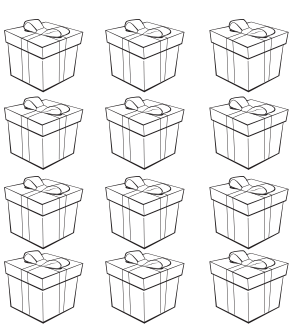
2 Count and say.

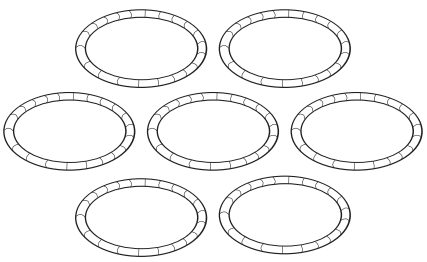
There is ...

There are ...









____ / 5

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Blue

DATE: _____ CLASS: _____

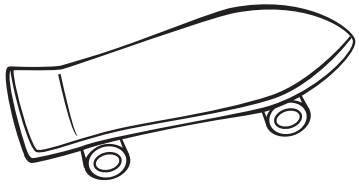
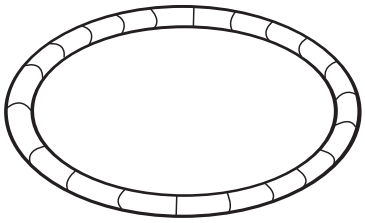
END-OF-YEAR TEST — SPEAKING

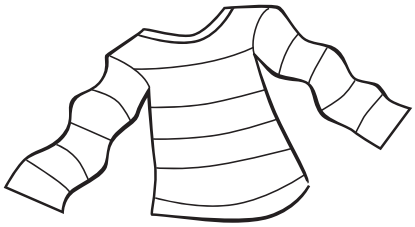
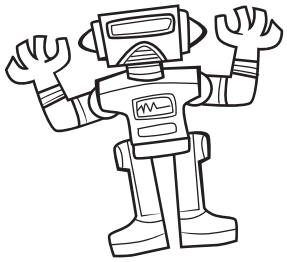
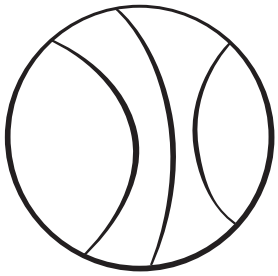
NAME: _____

3 Color and say.

I don't have ...

I have ...

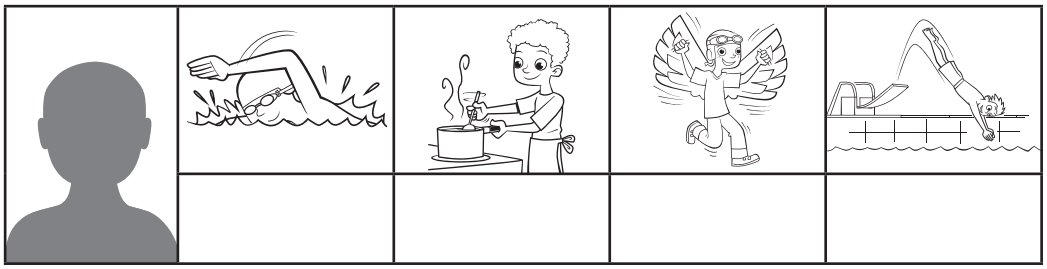




____ / 6

4 Make a ✓ or an ✗. Talk about you.

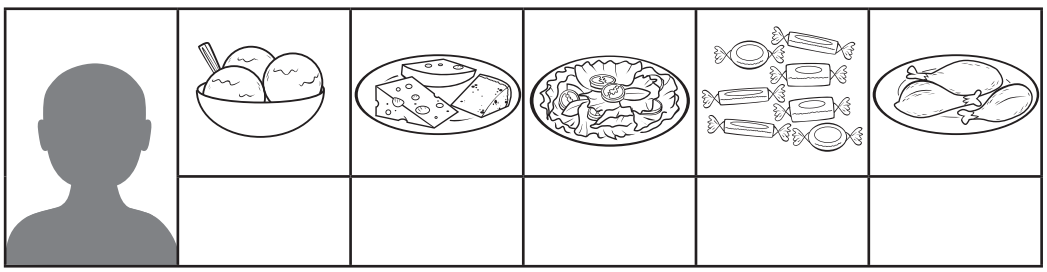
I can ...

I can't ...



I like ...

I don't like ...



____ / 4

TOTAL ____ / 20

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Blue

DATE: _____ CLASS: _____

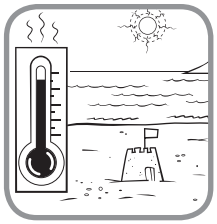
END-OF-YEAR TEST — LISTENING

NAME: _____

1 Listen and match. 2.55

1

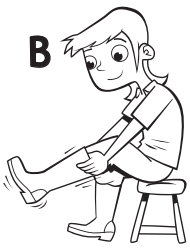
2

3 

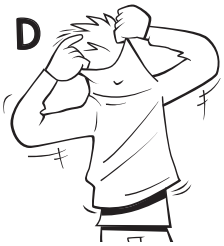
4

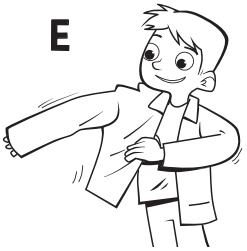
5

A

B 

C

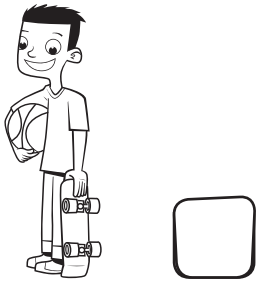
D 

E 

____ / 5

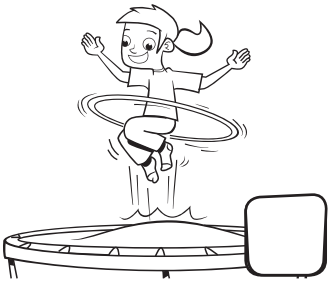
2 Listen and number. 2.56

A

B 

C

D

E 

____ / 5

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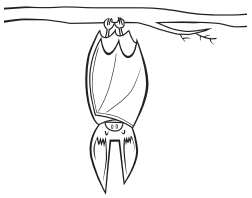
Blue

DATE: _____ CLASS: _____

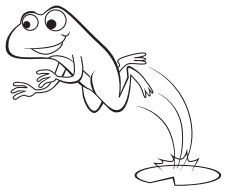
END-OF-YEAR TEST — LISTENING

NAME: _____

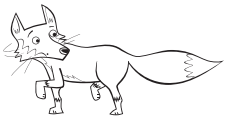
3 Listen, read, and circle. 2.57

1 

Yes / No

2 

Yes / No

3 

Yes / No

4

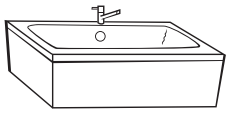
Yes / No

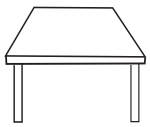
____ / 4

4 Listen and match. Write. 2.58

sofa bathtub table
bed robot cat

1

2 

3 

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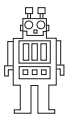
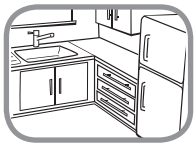
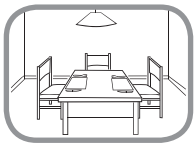
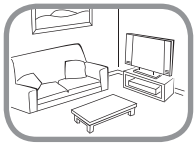
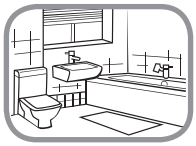
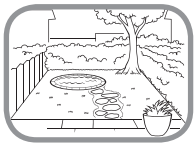
6 











____ / 6

TOTAL ____ / 20

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Tests Transcripts

Unit 1

Transcript 2.43

Look! A birthday party!

There's a balloon. There's a blue balloon.

There's a cake. There's a yellow cake.

There's a robot! There's a red robot!

There's a present. There's a purple present.

There's a car. There's a green car.

Happy birthday!

Transcript 2.44

1 There are seven clowns. There are seven clowns.
2 There are eight candles. There are eight candles.
3 There's one basketball. There's one basketball.
4 There are five birthday cards. There are five birthday cards.
5 There's one puzzle. There's one puzzle.

Unit 2

Transcript 2.45

1 It's snowy. It's snowy.
2 It's stormy. It's stormy.
3 It's sunny. It's sunny.
4 It's rainy. It's rainy.
5 It's windy. It's windy.
6 It's cloudy. It's cloudy.

Transcript 2.46

1 **A:** What's the weather like?
B: It's cold and snowy.
2 **A:** What's the weather like?
B: It's dry and cloudy.
3 **A:** What's the weather like?
B: It's hot and sunny.
4 **A:** What's the weather like?
B: It's wet and windy.

Unit 3

Transcript 2.47

Skirt! Skirt! A yellow skirt.

T-shirt! T-shirt! A green T-shirt.

Boots! Boots! Two orange boots.

Sweater! Sweater! A blue sweater!

Hat! Hat! A red hat!

Transcript 2.48

1 Put on your shoes! Put on your shoes!
2 Take off your sweater! Take off your sweater!
3 Put on your jacket! Put on your jacket!
4 Take off your socks! Take off your socks!
5 Put on your hat! Put on your hat!

Unit 4

Transcript 2.49

A: Where's the sofa?
B: It's in the living room. It's green.

A: Where's the bed?
B: It's in the bedroom. It's blue.

A: Where's the table?
B: It's in the kitchen. It's brown.

A: Where's the bathtub?
B: It's in the bathroom. It's yellow.

Transcript 2.50

1 **A:** Where's Mom?
B: She's in the dining room.
2 **A:** Where's Dad?
B: He's in the kitchen.
3 **A:** Where's Grandma?
B: She's in the bathroom.
4 **A:** Where's Grandpa?
B: He's in the bedroom.
5 **A:** Where's the dog?
B: It's in the garden.
6 **A:** Where's the cat?
B: It's in the living room.

Unit 5

Transcript 2.51

1 Sing, sing.
2 Run, run.
3 Swim, swim.
4 Cook, cook.
5 Climb, climb.
6 Jump, jump.

Transcript 2.52

Hello! I'm Anna.

I can dance! I can dance!

I can catch! I can catch!

Hmm ... I can't dive. I can't dive.

And I can't fly! I can't fly!

Unit 6

Transcript 2.53

1 **A:** Look! A frog! Can a frog climb?
B: Yes, it can.
A: Hmm. Can a chicken climb?
B: Yes, it can.
2 **A:** Can a frog swim?
B: Yes, it can.
A: Can a chicken swim?
B: Yes, it can.
3 **A:** Hmm. Can a frog jump?
B: Yes, it can.
A: Can a chicken jump?
B: Yes, it can.
4 **A:** And can a frog fly?
B: No, it can't.
A: Can a chicken fly?
B: Yes, it can.

Unit 7

Transcript 2.54

1 Girl: I like ice cream.
2 Boy: I don't like pasta.
3 Girl: I don't like cheese.
4 Boy: I like chicken!

End-of-year test

Listening

Transcript 2.55

1 **A:** What's the weather like?
B: It's snowy and cold. Brrr! It's snowy and cold. Put on your jacket!

2 **A:** What's the weather like?
B: It's windy. Oh! It's windy. Take off your hat!

3 **A:** What's the weather like?
B: It's sunny and hot. Phew! It's sunny and hot. Put on your shorts!

4 **A:** What's the weather like?
B: It's cloudy and hot. It's cloudy and it's hot. Take off your sweater!

5 **A:** What's the weather like?
B: It's rainy and wet. Oh dear! It's rainy and wet. Put on your boots!

Transcript 2.56

1 I have a skateboard and a basketball. I don't have a trampoline.

2 I have a trampoline and a jump rope. I don't have a hula hoop!

3 I have a present and a balloon. I don't have a card.

4 I have a trampoline and a hula hoop. I don't have a skipping rope!

5 I have a balloon and a cake. I don't have a present.

Transcript 2.57

1 **A:** Look! A bat. Can a bat swim?
B: No, it can't.

2 **A:** Look! A frog. Can a frog jump?
B: Yes, it can.

3 **A:** Look! A fox. Can a fox fly?
B: No, it can't.

4 **A:** Look! A squirrel. Can a squirrel climb?
B: Yes, it can.

Transcript 2.58

1 **A:** Where's the sofa?
B: It's in the living room.

2 **A:** Where's the bathtub?
B: It's in the bathroom.

3 **A:** Where's the table?
B: It's in the yard.

4 **A:** Where's the bed?
B: It's in the bedroom.

5 **A:** Where's the cat?
B: It's in the dining room.

6 **A:** Where's the robot?
B: It's in the kitchen.